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Over 47 percent of the Manpower Development and Training Act (MDTA) projects have been in the field of business. This report reviews progress in developing these training programs in California over the past two years and identifies characteristics of some of the procedures involved in organizing, supervising, and evaluating such training. By June 30, 1964, 1,371 people had been enrolled in MDTA stenographic training, 1,256 in MDTA clerk-typists courses, and 958 in all other business courses. Of these, 1,965 completed training, 683 were in training on June 30, 1964, and 937 were classified as drop-outs. Of those who had completed training and for whom job placement figures were available, 70 percent of the stenographers, 64 percent of the clerk-typists, and 56 percent of all other business trainees were placed in training related jobs. Characteristics of trainees, some problems and issues in MDTA needing research, opinions of persons involved in the program for evaluation, and a follow-up study by Fresno City College of a stenographic MDTA program are included. (PS)

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BUSINESS EDUCATION

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PROGRESS REPORT *and* PROGRAMS *developed under* MANPOWER DEVELOPMENT AND TRAINING ACT

VT001352

CALIFORNIA STATE DEPARTMENT OF EDUCATION
BUREAU OF BUSINESS EDUCATION
SACRAMENTO • 1964

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INTRODUCTION

Manpower Development Training Programs in Business Education

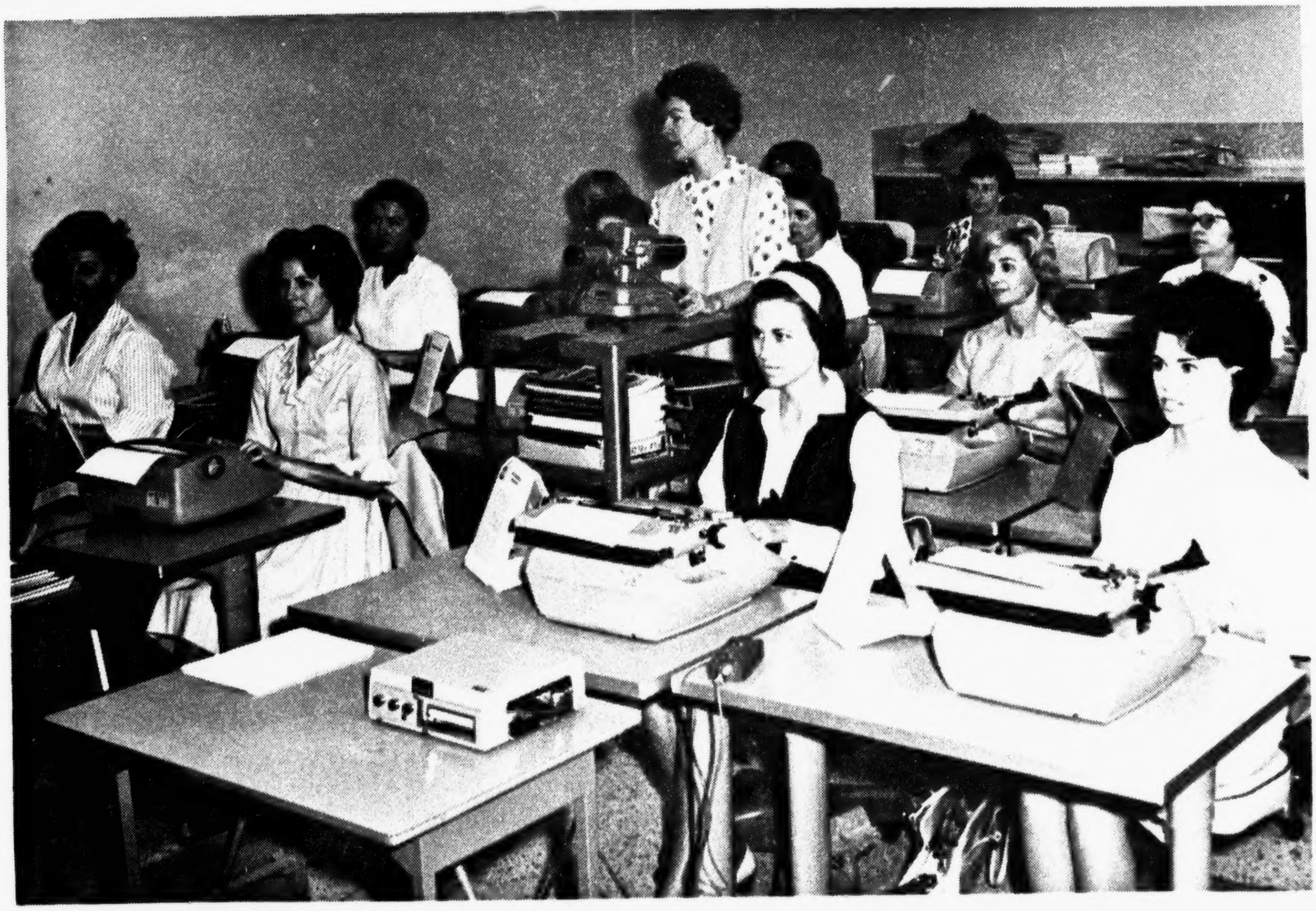
The purpose of this release, Manpower Development and Training Programs in Business Education, A Progress Report, is to review progress in developing these training programs in California over the past two years, and to identify characteristics of students and some of the procedures involved in organizing, supervising, and evaluating such training.

Public opinion concerning the Manpower Development Training Act is reviewed for the purpose of evaluating the effectiveness of this legislation. The public opinion expressed comes from sample press releases, both pro and con, from students in the program, from the referral agency (California State Department of Employment), and from some training agencies. In order to develop Manpower Development Training Act to its full potential, we need to have an informed public who gives substantial support and understanding of the outcomes of these important training and retraining programs.

This release also reports the work of the state's staff in discharging its responsibility and raises problems and issues encountered requiring needed research for their solution. Finally, the future of business education Manpower Development Training Act programs is discussed in light of the needs of the labor forces as far as training and retraining is concerned. Some attention is given to the impact of the automation and technological change in relationship to the changing pattern of employment.

R. C. Van Wagenen, Chief
Bureau of Business Education
California State Department of Education

The latest equipment
facilitates learning
in the Stenographic
MDTA project at
American River Junior
College.



THE IMPORTANCE OF THE BUSINESS OCCUPATIONS IN MDTA

The business occupations form a large segment of the labor force. The clerical and kindred employment in the United States employs over 10 million workers. The Department of Labor reports that the clerical and kindred unemployment rate is lower than the general unemployment average -- 3.6% as compared to 4.9%.

The clerical, sales, and kindred workers classifications in the business occupations are increasing in numbers perhaps accelerated by automation and technological change.

The fact that over 47% of the MDTA projects have been in the field of business **would indicate the importance of this occupational** area.

The following table released by the Department of Labor, Employment and Earnings, Volume 10, pp. 100 - 112, June, 1964, bears out this significance:

CLERICAL AND KINDRED EMPLOYMENT BY SEX - May 1964	(Millions)			Percentage Distribution		
	Total	Male	Female	Total	Male	Female
Total employed	71.1	46.5	24.6	100	100	100
Clerical and Kindred workers	10.6	3.2	7.4	14.9	6.8	30.1
Stenographers, typists, secretaries	2.7	.1	2.6	3.8	.1	10.7
Other clerical and kindred workers	7.9	3.1	4.8	11.1	6.7	19.4

CLERICAL AND KINDRED EMPLOYMENT BY COLOR AND SEX - May 1964	Percentage Distribution White			Nonwhite		
	Total	Male	Female	Total	Male	Female
Clerical and kindred workers	15.8	7.0	32.9	7.4	5.2	10.6
Stenographers, typists, secretaries	4.1	.1	11.7	1.4	.1	3.3
Other clerical and kindred workers	11.7	6.9	21.1	6.0	5.1	7.3

CLERICAL AND KINDRED UNEMPLOYMENT RATE - May 1964	
Total unemployment rate	4.9
Clerical and kindred unemployment rate	3.6

The Purpose of MDTA

The Manpower Development and Training Act of 1962 was enacted to assist unemployed and underemployed workers to obtain jobs in occupational fields where job opportunities exist.

Two of the main purposes of MDTA are (1) to help unemployed and underemployed persons to qualify for existing job opportunities and, (2) to provide skilled workers for occupational areas where there are labor shortages.

The Act was established to relieve a critical condition that has developed in the labor force over the past several years. The rate of unemployment has been relatively high, according to the Secretary of Labor's report to the Congress in February, 1963, while many of the nation's major labor market areas reported continuing occupational shortages in various skilled and technical fields. Title I of the Manpower Development and Training Act points out this problem with this statement:

> The Congress finds that there is critical need for more and better trained personnel in many vital occupational categories. . . that even in periods of high unemployment, many employment opportunities remain unfilled because of the shortages of qualified personnel. . .

MDTA attempts to ease this dilemma, by training people to fill the jobs.

General Outcomes of Business Education MDTA Programs in California

GENERAL OUTCOMES OF BUSINESS EDUCATION MDTA PROGRAMS IN CALIFORNIA

In determining the outcome of MDTA Business Education in California, positive criteria should be utilized. If the trainee is able to obtain and hold a position in the occupation for which he has been trained, the most important single criterion of the program's success has been met.

In keeping with a positive approach to the program, tribute should be paid to the many trainees who have stood up to problems (financial, domestic, health, etc.) during the instruction period, completed training, and been placed in successful employment. Tribute should also be paid to people both in education and employment who have encouraged the MDTA trainees to see the program through.

In a program designed to benefit human beings, many subjective comments and evaluations could and have been made. Although such comments and evaluations may well be of great value, at the proper time, the purpose of this report is to present the objective outcomes of MDTA business training. In making this presentation, the programs are grouped in three major divisions, stenographic, clerk-typist, and miscellaneous projects.

The Outcome of MDTA Stenographic Courses

By June 30, 1964, 1,371 people have been enrolled in MDTA stenographic training. On the above date, 920 people were either still in training or had successfully completed the program. This accounts for 67% of the original enrollments. Of the 450 stenographers who have completed training and for whom job placement figures are available, 313 or 70% have been placed in training related jobs. Another 14 people have been placed on jobs not related to stenographic training.

The Outcome of MDTA Clerk-Typist Training in California

From the beginning until June 30, 1964, 1256 students have been enrolled in MDTA clerk-typist courses. As of June 30, 913 persons were either still enrolled or had completed clerk-typist training. This means that 73% of the original enrollees have either completed training or have the opportunity to do so. Job placements records are available on 542 clerk-typists who have completed training. Just over 64% of these people have obtained training related jobs. In addition to the 349 people obtaining such jobs, 29 people have completed training and been placed in jobs not related to clerk-typist training.

It is interesting to note that these figures indicate that a clerk-typist has a 6% better chance (73% vs. 67%) of staying with the training program; but that a stenographer who has completed training has a 6% better chance (70% vs. 64%) of being placed. Using the criterion of the person available for training being trained and placed on a job, the results are very even.

The Outcome of Miscellaneous MDTA Business Courses

In all other business courses, not including stenographic or clerk-typist, 958 persons were enrolled up until June 30, 1964. Out of this group 680 students completed training, while 135 were enrolled on June 30. This means that 85% of the trainees either completed the program or still had an opportunity. This high rate of completion can be at least partially explained by the fact that many of these courses are of short duration. Of the 479 people in this group for whom complete job placement records are available, 268 or about 56% are placed in training related jobs.

A rough conclusion can be drawn from the above information. The length of the course is inversely related to the number of persons who will complete the course; but directly related to the number of persons completing the course who will be placed in training related jobs.

Certificate of Completion
Retail Sales Class
1964
Signed Berkeley Chamber of Commerce
Department of Employment
Board of Education

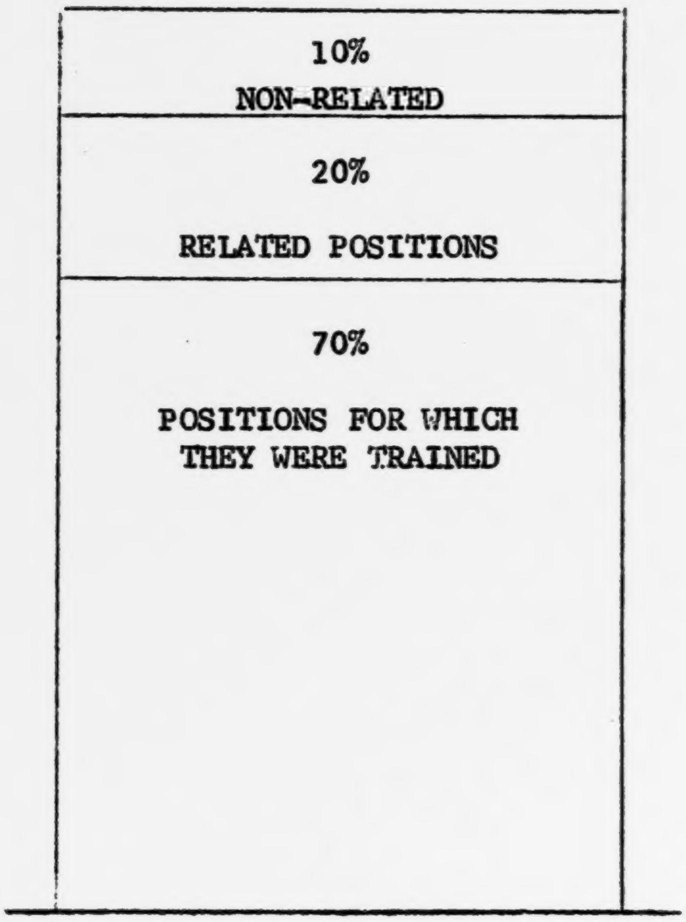
Valedictorian of the Berkeley Unified School District's MDTA Salesperson project cuts the graduation cake.

STATISTICS ON BUSINESS EDUCATION MDTA PROGRAMS IN CALIFORNIA

Over 1,000 people have completed Business Education MDTA courses and have been placed on jobs according to statistics released by the Research and Statistics Division of the California State Department of Employment. Of those accepting employment, more than nine persons out of ten found jobs that were either directly or indirectly related to their MDTA training. This information is presented graphically below.

JOB PLACEMENTS IN TRAINING RELATED, AND NON-TRAINING RELATED, JOBS FOR ALL MDTA PROGRAMS IN BUSINESS EDUCATION FOR WHICH COMPLETE STATISTICS ARE AVAILABLE THROUGH JUNE, 1964

PLACEMENT IN JOB POSITIONS



1. A COMPOSITE OF STATISTICS FOR THE YEARS-1962-1963 AND 1963-1964 ON ENROLLMENT, COMPLETIONS, DROP-OUTS, AND JOB PLACEMENT

Type of Training	Enroll.	Completed	Drop Out	Training Rel. Job	Non Tr. Rel. Job
Stenographic	720	450	270	313	14
Clerk-Typist	810	542	268	349	29
Miscellaneous	559	479	80	268	58
TOTALS	2,089	1,471	618	930	101
Percent of Enrollment		70%	29%	44%	5%

2. COMPLETE STATISTICS FOR THE YEAR 1962-1963 ON ENROLLMENT, COMPLETIONS, DROP-OUTS, AND JOB PLACEMENT

Type of Training	Enroll.	Completed	Drop Out	Training Rel. Job	Non Tr. Rel. Job
Stenographic	493	308	185	210	13
Clerk-Typist	568	377	191	240	23
Miscellaneous	324	274	50	154	30
TOTALS	1,385	959	426	604	66
Percent of Enrollment		69%	31%	44%	5%

In summary for the 1962-1963 year: 1,385 persons were enrolled in MDTA Business Training Programs; 959 completed training; 426 were classified as drop-outs; 670 were placed in jobs; 604 of these jobs were training related.

3. PROGRAMS FOR WHICH COMPLETE STATISTICS ARE AVAILABLE (These figures may be compared and used with those for 1962-1963)

Type of Training	Enroll.	Completed	Drop Out	Training Rel. Job	Non Tr. Rel. Job
Stenographic	227	142	85	103	1
Clerk-Typist	242	165	77	109	6
Miscellaneous	235	205	30	114	28
TOTALS	704	512	192	326	35
Percent of Enrollment		73%	27%	46%	5%

4. PROGRAMS WHICH HAVE BEEN COMPLETED ON WHICH JOB PLACEMENT TABULATIONS HAVE NOT BEEN RECEIVED

Type of Training	Enroll.	Completed	Drop Out
Stenographic	330	233	97
Clerk-Typist	78	60	18
Miscellaneous	246	201	45
TOTALS	654	494	160
Percent of Enrollment		76%	24%

5. PROGRAMS STILL IN OPERATION ON JUNE 30, 1964

Type of Training	Enroll.	Drop Out	Enrolled 6-30-64
Stenographic	321	84	237
Clerk-Typist	368	57	311
Miscellaneous	153	18	135
TOTALS	842	159	683
Percent of Enrollment		19%	81%

In summary for the 1963-1964 year: 2,200 persons were enrolled in MDTA Business Training Programs; 1,006 completed training; 683 were in training on 6-30-64; 511 were classified as drop-outs.

In summary for the years 1962-1963 and 1963-1964: 3,585 persons were enrolled in MDTA Business Training Programs; 1,965 completed training; and 937 were classified as drop-outs.

REASONS FOR DROP-OUTS IN BUSINESS EDUCATION MDTA PROGRAMS
(Figures taken from sample)

The following charts illustrate graphically the drop-out statistics compiled for MDTA Business Education programs in California.

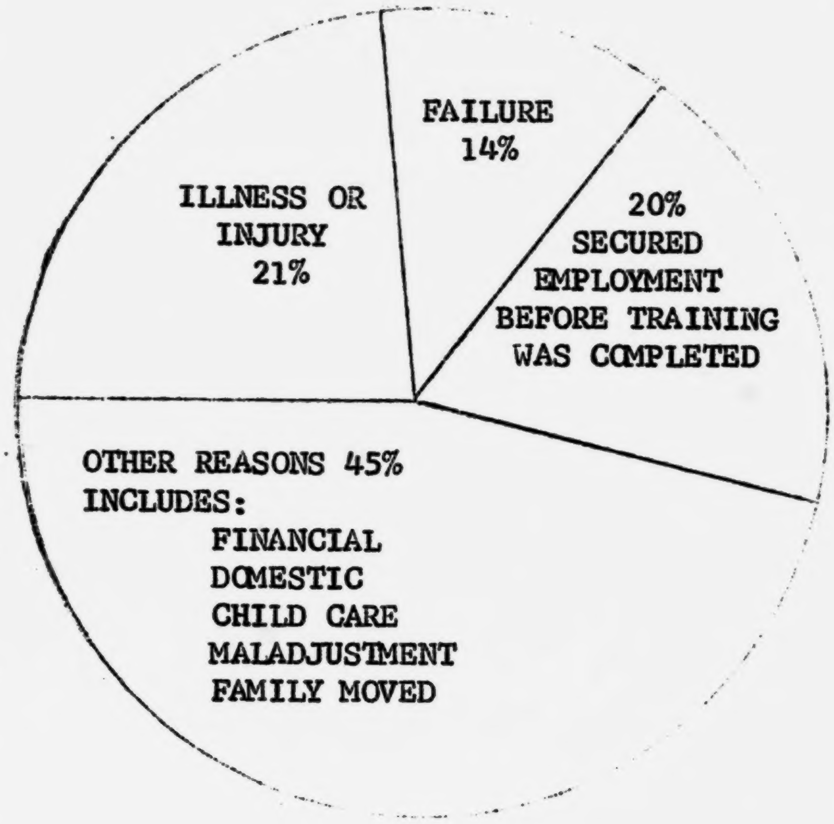
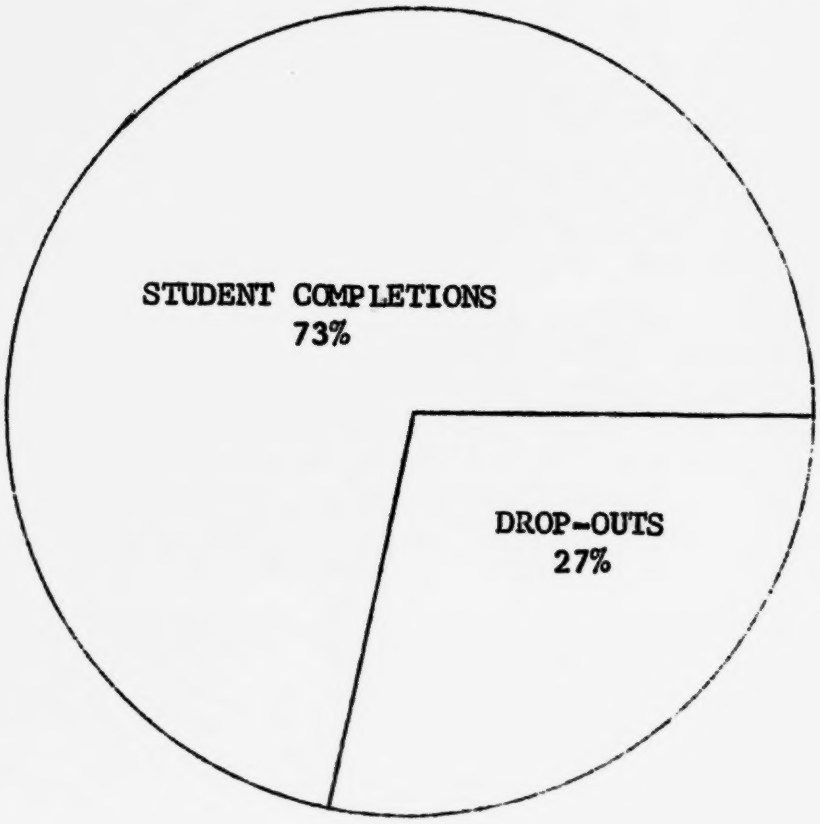


CHART I (ABOVE)

REASONS FOR DROP-OUTS IN MDTA BUSINESS EDUCATION COURSES FOR THE YEAR JULY 1, 1963 TO JUNE 30, 1964

CHART II (BELOW)

COMPLETIONS AND DROP-OUTS IN MDTA BUSINESS EDUCATION PROGRAMS FOR THE YEAR JULY 1, 1963 TO JUNE 30, 1964



Characteristics of MDTA Trainees

The Importance of Understanding MDTA Trainees

Business Education MDTA training programs are offered by high school, junior college, and unified school districts throughout California. In addition, several private business schools provide this training. Many of the classes are similar to those offered to students regularly enrolled in the schools. Course content may be similar. All students may use the same kinds of equipment in the same type of classrooms. The same instructor frequently teaches in the regular school program and in MDTA as well. Yet, MDTA programs, and the classes within these programs, usually differ considerably from those offered to the regularly enrolled students. The primary reason for this difference is the MDTA trainees themselves.

Since MDTA trainees do require somewhat different methods of instruction, it is important that MDTA supervisors, coordinators, and instructors understand why, and in what ways, these trainees differ from most other students, so that the program can be designed and carried out in the most effective manner.

The following section is included to provide some insights into the characteristics of MDTA trainees.

Characteristics of MDTA Trainees

Group Differences:

The local office of the Department of Employment is the agency that selects MDTA trainees. In general, an effort is made to supply the programs with relatively homogeneous groups of trainees. There are four broad groups within which trainees fall in MDTA Business Education programs.

Refresher Programs are offered to trainees who have had previous training for the occupation, but whose skill level is not adequate. In these programs are trainees who have worked in the occupation at one time, but whose skills become rusty through disuse. These trainees had job-entry level skills upon leaving school, but did not go to work or have not worked at the occupation for so long that the skill level declined. Another sub-group is composed of those trainees who had the training in school, but who were unable to attain an employable level.

The trainees in the refresher programs generally develop their skills to the necessary level in a relatively short period of time.

Beginner Programs take trainees with little or no previous training in the occupation for which training is given, and help them develop job-entry level skills. The only factors of homogeneous grouping in most of these programs are that the trainees have had very little training for the occupation, or none at all and, in the case of most office occupations, the groups are composed almost entirely of women.

Age ranges will vary from 18 to 60. Educational backgrounds, mental abilities, work experience, aptitudes, and many other variables span a wide range.

These programs require more time than do refresher programs for building up the skills of the students to a level where they will be employable. The results, however, are often very satisfying, because the maturity of the trainees, and the desire to learn in as short a time as possible, frequently helps these students to progress at a rapid rate.

MDTA trainees learning the proper methods of filing in the Pasadena City Schools' Clerk-Typist project.

Special Youth Programs will, in all probability, become one of the major types of training offered in MDTA. Business Education programs are being operated in special youth projects at present, and will become even more involved as they continue to expand.

The special youth projects in California have, so far, been concerned primarily with trainees from communities that are predominantly Negro or Mexican-American. The fact that these trainees have spent much of their lives within the confines of a minority group culture usually has the effect of preventing them from acquiring many of the cultural traits of the majority of the population. This difference is often evident in methods of speaking, types of dress, attitude toward work, and in other forms.

These special youth projects require considerably more extensive training than do the above mentioned programs. The trainees must be assisted to bring their occupational skill levels up to the point where they can successfully perform the duties of the occupation for which they are being trained. Yet, skill training alone will not make this type of program successful.

The trainees must be assisted to speak correctly. The tape recorder is a great help here, because it makes it possible for the trainees to listen to themselves and compare their manner of speaking with what they would like it to be.

A heavy emphasis must be placed on written communications because this skill is vital to success in most other skills required of persons in business occupations. The learning of grammar, punctuation, and spelling, is a difficult task for a large percentage of these trainees.

In addition, the program must include instruction in personal grooming, how to get along with others, desirable work attitudes, and the improvement of many other aspects of the trainee. It should not be assumed that the trainees are aware of these personal characteristics.

Special Adult Programs are being developed along the same lines as the special youth programs. The primary difference here is that the trainees are older, and the age range is greater. The problems faced by this latter group are basically the same as for the youths in special programs, so the program requirements are approximately the same.

Fundamental differences that will probably appear in the trainees in special adult programs results from the age factor. The adults, being more mature, should tend to assume responsibility for learning more readily than the younger group. On the other hand, the younger group should not provide as great a problem in English and speech correction because they were more recently in school, and because the habits are not as deeply ingrained in them.

It should be realized that no group of individuals is greatly homogenous, individual differences in people make this impossible. The above discussion, is concentrated upon characteristics of the group, with reference to group tendencies.

Statistical Analysis:

The following section provides statistical materials about the characteristics of MDTA trainees. It is hoped that these tables will help MDTA teachers and coordinators to gain a better overall understanding of the trainees with whom they work.

NATIONWIDE CHARACTERISTICS OF TRAINEES ENROLLED
IN 1,506 MDTA TRAINING PROJECTS--CUMULATIVE--
AUGUST 31, 1963

CHARACTERISTICS OF TRAINEES	TOTAL	MALE	FEMALE	PERCENT
TOTAL ENROLLED	30,647	19,508	11,139	100.0
FAMILY STATUS--TOTAL	30,647	19,508	11,139	100.0
HEAD OF FAMILY	18,940	14,755	4,185	62.1
OTHER	11,562	4,662	6,900	37.9
NOT REPORTED	145	91	54	
AGE--YEARS--TOTAL	30,647	19,508	11,139	100.0
LESS THAN 19	1,691	885	806	5.5
19-21	5,737	3,579	2,158	18.8
22-34	13,580	9,655	3,925	44.5
35-44	6,273	3,576	2,697	20.5
45 AND OVER	3,268	1,751	1,517	10.7
NOT REPORTED	98	62	36	
EDUCATION--GRADES--TOTAL	30,647	19,508	11,139	100.0
LESS THAN 8	911	715	196	3.0
8	2,323	1,802	521	7.6
9-11	9,119	6,216	2,903	29.8
12	15,462	9,148	6,314	50.6
MORE THAN 12	2,765	1,590	1,175	9.0
NOT REPORTED	67	37	30	
YEARS IN LABOR FORCE--TOTAL	30,647	19,508	11,139	100.0
LESS THAN 3	6,967	2,883	4,084	22.9
3-9	13,786	8,977	4,809	45.4
10 OR MORE	9,615	7,509	2,106	31.7
NOT REPORTED	279	139	140	
DURATION OF UNEMPLOYMENT	30,647	19,508	11,139	100.0
LESS THAN 5	7,572	5,154	2,418	24.9
5-14	7,519	5,496	2,023	24.8
15-26	4,929	3,483	1,446	16.2
27-52	3,666	2,210	1,456	12.1
MORE THAN 52	5,360	1,996	3,364	17.7
NOT REPORTED	279	171	108	
FAMILY FARM WORKER	94	80	14	.3
UNDEREMPLOYED	1,228	918	310	4.0

(From PROGRAM OPERATIONS MANPOWER DEVELOPMENT AND TRAINING PROGRAM, October 11, 1963)

California Statistics

The following information was compiled from a study conducted by the Bureau of Business Education in June, 1963.

A total number of 537 students completed questionnaires out of a total of approximately 1,200 students in the office occupations classifications of clerk-typist, stenographer, secretary, and reproduction typist. This represents approximately 45% of the total number.

Twenty-one programs are represented in the survey--12 in the southern part of the state and 8 in the northern part of the state and one from the central valley. Three private schools are represented--two in Southern California and one in the Bay Area. Less than 2% of the group surveyed were men.

PERCENTAGE BY AGE OF MDTA TRAINEES IN BUSINESS EDUCATION PROGRAMS IN CALIFORNIA

(The ages range from 18 to 60)

1%	Under 19 years of age
15%	19-21 years of age
13%	22-25 years of age
11%	26-29 years of age
28%	30-39 years of age
23%	40-49 years of age
7%	50-60 years of age
2%	Did not give age

Fifty-five percent [illegible] indicated that they are heads of families; 199 indicated that they were not heads of families; and 43 did not indicate their status.

Marital Status of MDTA Trainees in Business Education Programs in California

14%	Single
32%	Married
31%	Divorced
10%	Widowed
13%	Separated

Number of Dependents of MDTA Trainees in Business Education Programs in California

0 Dependents	21.9%
1 Dependent	23.5%
2 Dependents	16.2%
3 Dependents	10.3%
4 Dependents	5.2%
5 Dependents	2.6%
6 Dependents	.9%
7 Dependents	.2%
8 Dependents	.2%
Not indicated	19.0%

Educational Background of MDTA Trainees in Business Education Programs in California

Less than 12th grade	18.0%
Finished high school	58.0%
1 year of college	10.0%
2 years of college	8.0%
3 years of college	2.4%
4 years of college	1.7%
4-1/2 years of college	1.9%

Length of Time in Labor Force of MDTA Trainees in Business Education Programs in California

Less than one year	9.5%
1-5 years	52.0%
6-10 years	20.0%
11-20 years	9.0%
21-1/2 years	5.0%
Not indicated	6.0%

Many of the Students Were Born in California and Over 50% Have Been A Resident of the State Longer Than 15 Years

0-1 years	8.0%
1-6 years	13.0%
6-10 years	12.0%
11-15 years	10.0%
16-20 years	16.0%
Over 20 years	37.0%
Not indicated	2.0%

More students, born outside California, come from Texas than from any other state—thirty-two of the trainees were born there. New York ranked second with 26 students. Oklahoma was next with 21; then Louisiana 20; Pennsylvania 19; Illinois 18; and Ohio 16.

Foreign-Born Students Represent the Following Countries:

Canada	10
England	4
Russia	3
Germany	2
Philippines	2
Poland	1
Greece	1
Jamaica	1
Japan	1
Spain	1

Autobiographies of MDTA Trainees:

Statistical materials, as presented on the preceding pages, can be useful in showing overall concepts, and may prove helpful to persons working with MDTA training on a broad scope. However, statistics are cold and detached from the human element. To feel the emotions, understand the problems, and share the worries and responsibilities of MDTA trainees, it is necessary to study, as an individual, the human being sitting in the classroom, the following autobiographies are included in this publication as an effort to indicate some insight into the trainee as a person.

"Eldest of a family of five girls, orphaned at age of twelve was sent to high school by cousins on dairy ranch in exchange for manual labor. At age of four contracted polio and learned to walk again in time to start school at six years. Was discouraged from completing plans for medical education by superintendent of nurses who said my hand (polio) would handicap me. Married in December of 1937 and raised four daughters. Husband died in 1954 of heart attack. I became paralyzed in 1956 as a result of an earlier truck accident in 1949 and now have been walking and driving an automobile, too, for over two years."

"Supported myself and son from 1939 until second marriage in 1954. Was interested primarily in production and mechanical work until recently. Husband objects to other than dress-up jobs -- reason for training."

"I was the only child in my family, raised by an over-possessive mother and a wonderful father. I have two children. They are both lovely children although they were born of two different marriages. I am talented in the arts, painting, sewing, crafts, cooking, etc. I have enjoyed none of these since I became a beauty operator. This, I believe, is one of the reasons I can't go back to beauty work. This line of work changed my life into the opposite of what it had been before. Through group therapy, self analysis and my doctor's opinions I realize to enjoy my talents I must use them for recreation and go into another field to earn a living."

"After the death of my father in the World War I, we had to face difficult times, but mother managed that my brother and I could attend high school. In World War II I lost my brother and my husband. My home in Leipzig, East Germany, became bombed out. I had been evacuated with my 3 small children to a very little village in the mountains. There I was asked to be the school teacher and for one year also the director of the little school. In 1947 I finally was allowed to go back to my home town where I took my 2 teachers examinations. I love to be a teacher but several bitter and very important reasons forced me to leave my home - my profession - my old age pension - to bring my children out of the communist part of East Germany. My children are safe and I try to find work. Through the help of the Reformed Church in North Bergen we could come to America in 1957."

"I was born in Virginia of conservative and religious parents and spent the first 20 years living in the same house. I was married at the age of 20 to a machinist apprentice who finally became an electronic and mechanical engineer for the Navy Dept. and Air Force. I have sons, 9 and 20 years old, and a daughter 16 years old who is married and has a daughter three days old. I was married for 25 years and traveled across the country many times and lived in many places. I was divorced in California in 1959."

MDTA stenographic students at American River Junior College develop dictation ability through use of multiple listing stations (above). Trainees build skill in office machines class (below).

Individual Differences:

Paul Denny's article in the December, 1963 issue of *Business Education World*, provides an insight into the multitude of problems faced by MDTA trainees, and which make it especially important that MDTA teachers work with individuals as well as with groups.

> This is the MDTA girl - the one we know. We know she has enrolled in the MDTA class, that she has some typing background, that she possesses the qualifications for success as a secretary and that she wants to be trained in this program.
>
> This is the MDTA girl I want to talk about . . . *the one we don't know*.
>
> We don't know that she may be here because her husband passed away last year.
>
> We don't know that things are rough financially around the house right now.
>
> We don't know that she is barely getting by with her four little children, and no husband.
>
> We don't know that she didn't each lunch last Tuesday because there was no money for lunches.
>
> We don't know that she was afraid to enroll in the course after several years away from study.
>
> We'll never know how many times she decided to back out - but something kept pushing her on to go to school.
>
> We don't know how heavily all the petty problems at home are magnified when she is sitting in class, hour after hour.
>
> If we knew all these things, we would want to help her more.

Work of the State Staff

WORK OF THE STATE STAFF

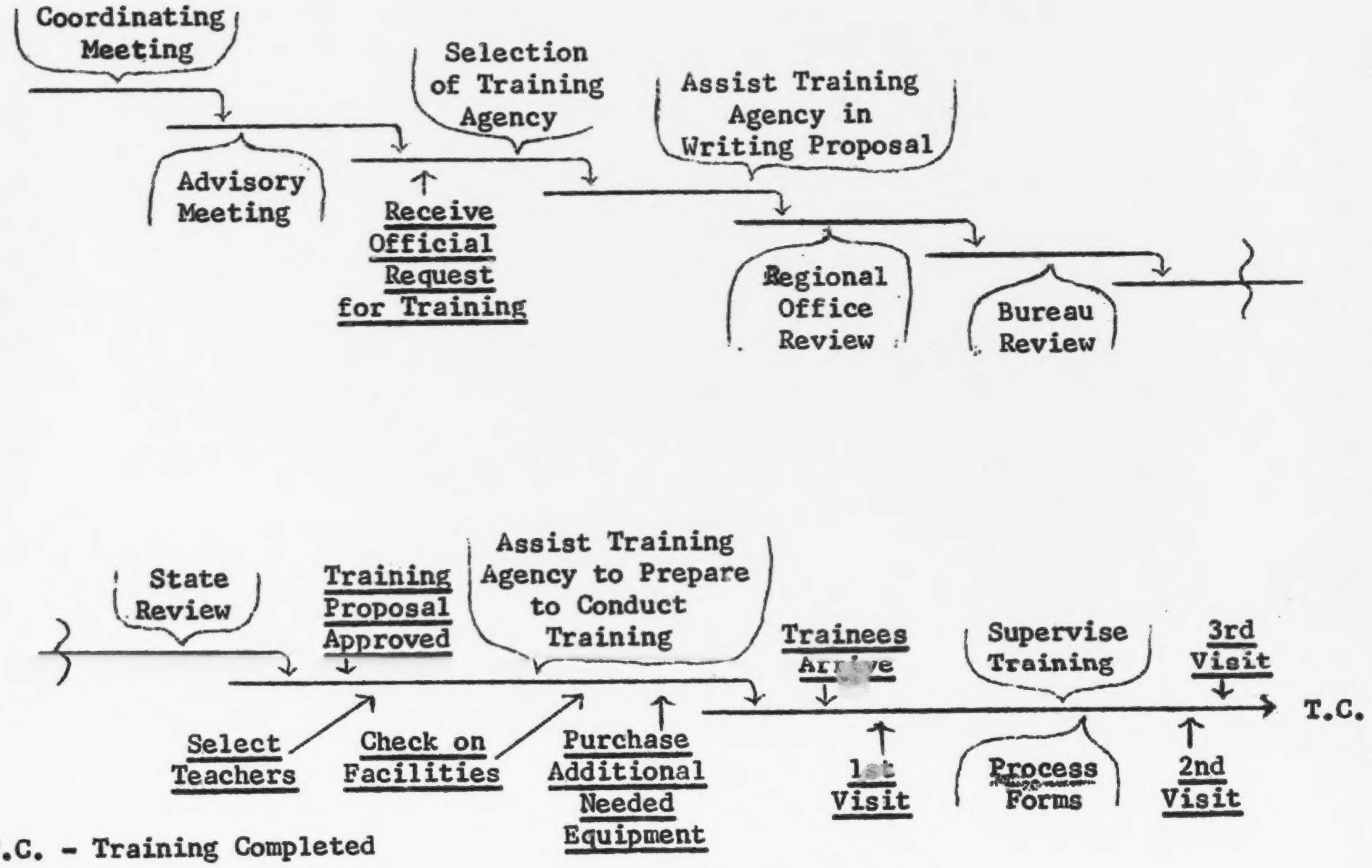
Detailed Analysis of Duties and Responsibilities

The overall responsibility of the staff of the Bureau of Business Education, in respect to MDTA, is to see that training projects conducted in business occupations successfully meet the objectives specified by the Department of Employment in its requests for training. The duties involved in dispatching this responsibility are carried out mainly by the Assistant Supervisors in their respective regional offices.

The work of the Assistant Supervisors is directly supervised by their individual Regional Supervisors, while the Regional Supervisors, in turn, are responsible to the Bureau Chief in Sacramento.

The flow chart shown below illustrates the sequential progression of the duties performed by staff members of the Bureau of Business Education in relation to each MDTA business education project. The chart shows the work of Bureau staff members from the time they first encounter the prospective project and before training is officially requested, until the trainees have actually completed their training in the project.

Duties of Staff Members
of the
BUREAU OF BUSINESS EDUCATION
For Each MDTA Project


Coordinating Meeting
Advisory Meeting
Selection of Training Agency
Receive Official Request for Training
Assist Training Agency in Writing Proposal
Regional Office Review
Bureau Review
State Review
Training Proposal Approved
Assist Training Agency to Prepare to Conduct Training
Select Teachers
Check on Facilities
Purchase Additional Needed Equipment
Trainees Arrive
1st Visit
Supervise Training
Process Forms
3rd Visit
2nd Visit
T.C.

*T.C. - Training Completed

The flow chart points out the fact that the performance of duties does not follow a purely consecutive progression, but that they tend to blend into each other and overlap to a certain degree. For example, the Bureau staff member may begin assisting the training agency to locate qualified instructors and locate hard-to-find equipment long before the approval is received by the agency to conduct training. However, the steps in the flow are sufficiently distinct and separate to make the chart meaningful. The following section explains the flow of duties in detail.

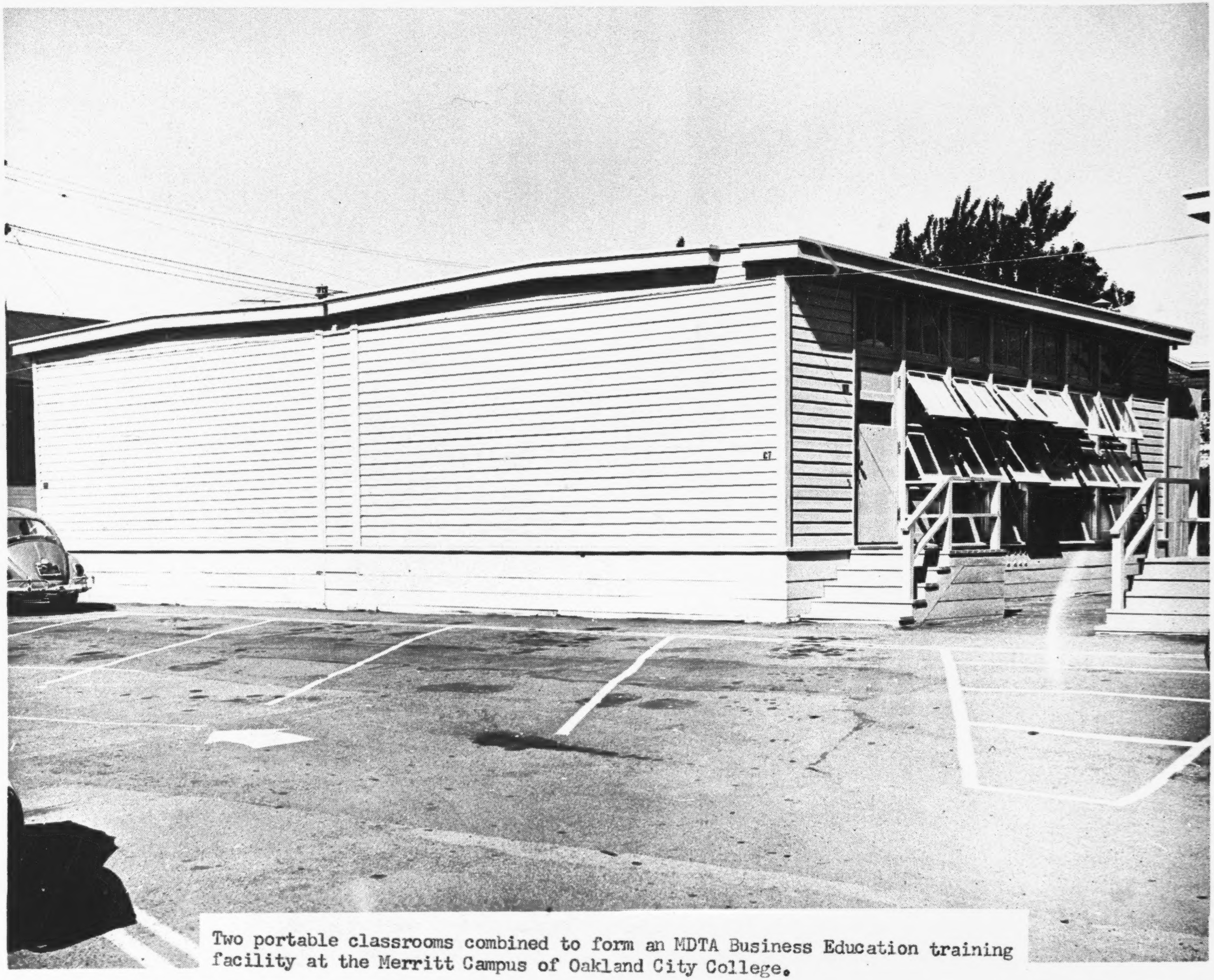
1. Coordinating Meeting. The staff members of the Bureau of Business Education first became involved in a potential MDTA training project by attending a coordinating meeting at the local office of the Department of Employment. At this time, the local Employment representative presents an unofficial request for training that has been developed by his agency.

The committee is comprised of representatives of Employment, the State Division of Apprenticeship Standards, the U. S. Bureau of Apprenticeship and Training, and the Regional Supervisor or his MDTA Assistant.

It is the duty of the member of the Bureau staff, present at the coordinating meeting, to help the committee determine the appropriate government agency to assume responsibility for conducting the training.

2. Advisory Committee Meeting. This committee consists of the same members as are on the coordinating committee plus representatives of labor, management, and civic groups. The purpose of this meeting is to obtain understanding and support of MDTA activities in the community. The Bureau staff member present is responsible for assisting the committee members present to better understand the training aspects of business occupations projects.

3. Selection of training agency. The Bureau of Business Education selects training agencies to conduct MDTA projects in business occupations. In selecting a training agency that has not conducted MDTA projects previously, the staff member must meet with the administrative head of the agency, or his designee. At this meeting, the staff member of the Bureau must explain the purposes of MDTA, the role of the local training agency, and the financial arrangements for reimbursing the agency for expenses encountered in conducting the training. Ultimately,



Two portable classrooms combined to form an MDTA Business Education training facility at the Merritt Campus of Oakland City College.

as the result of the meeting, the training agency will agree or refuse to submit a proposal to conduct the training.

Several considerations must be looked into in deciding which agency should be selected to provide the training, for example:

Are the physical facilities adequate for conducting a particular type of training to a specified number of people?

Is the training agency conveniently located for most of the trainees who will be involved?

Can the training agency provide adequate instructors and supervisors?

In the case of the private school, it must be determined if the training agency is authorized to conduct the particular kind of training involved.

4. Assist the training agency to develop its training proposal. The Bureau staff member assists the training agency to develop the proposal for conducting training. The Bureau representative, generally the assistant supervisor, helps the training agency determine how best to train for the specific requirements of the occupation.

5. Regional office review of the training proposal. The Regional Supervisor and the Assistant Supervisor review the training proposal after they receive it in their regional office, and before sending it on to the Bureau Chief. If parts of the proposal are unsatisfactory, it is returned to the training agency for the necessary changes. If the proposal is considered satisfactory, it is sent on to the Bureau Chief with a recommendation that it be approved.

6. Bureau Chief review of the training proposal. The Bureau Chief provides the second review of the training proposal when it reaches Sacramento. If certain items are considered improper, the

proposal is returned to the regional office to be returned to the training agency for changes. If changes are minor, they may be made in Sacramento. When the proposal is considered acceptable by the Bureau Chief, it is sent on for action by the review board.

7. State Review Board review of the training proposal. The training proposal receives its third and final review from the State Review Board. This Board is comprised of members of Education and Employment from both the state and Federal levels. Members of the staff of the Bureau of Business Education attend the review meetings so that they may answer any questions that may arise concerning projects for which the Bureau is responsible.

8. Assist the training agency to prepare to conduct training. The Bureau of Business Education staff member helps the training agency in whatever ways are required to be ready to begin training. At times, the regional representative of the Bureau is called upon by the training agency to locate qualified instructors, coordinators, and unusual equipment. The staff member is frequently called upon to suggest guest speakers and community resources. The duties of the regional staff member are widely varied in helping the training agency to prepare for beginning instruction, but they must be performed because it is his responsibility to see that the project is conducted with maximum efficiency.

9. Supervise the training and process required forms. The actual training of the MDTA trainees must be supervised by staff members of the Bureau. This supervision is accomplished by visits to the classes and by processing forms.

The supervisor visits the training agency during the training period to see that everything is proceeding according to the training plan. The supervisor checks to see if equipment requested has actually been purchased and is in use, to make certain that necessary minor remodeling has been completed, to learn if the trainees have the same general characteristics as was specified on the request for training, and to seek out any potential trouble spots that may hamper training.

The training agency is required to submit a variety of forms to the regional offices of the Bureau. The Bureau staff provides additional supervision of the training being conducted by evaluating these forms.

At the end of the first week of training, the training agency submits form OE 4021. Among other information, this form provides the Bureau with figures on the number of trainees actually enrolled. These figures can then be compared with the number of trainees the Department of Employment agreed to send, and if the difference is too great an effort must be made to correct the situation.

Forms MT 102 and 104 inform the Bureau of the number of trainees that drop out of the project, why they dropped, and the number who finally complete training.

Other forms provide the Bureau with information about requests for budget revisions, equipment on hand that has been purchased under MDTA, and requests for reimbursement.

Staff members of the Bureau must analyze the various forms so that any difficulties that are developing in the training project can be spotted early and diverted.

After training is complete, staff members of the Bureau are still responsible for processing forms until all forms required for closing out the program have been completed.

Publications and Releases Developed by the State Staff

1. Medical Secretary: A Teacher's Manual
2. Legal Secretary: A Teacher's Manual
3. Service Station Salesman: A Teacher's Manual
4. Business Communications: A Teacher's Manual
5. Office Practice: A Teacher's Manual
6. Retail Salesmanship: A Teacher's Manual
7. Business Education Projects for MDTA (a procedures handbook)
8. Evaluative Criteria for Business Education Programs Under MDTA
9. A Progress Report of MDTA Programs in Business Education

Some Problems and Issues in MDTA Needing Research

The Problem of The Gap Between Student Abilities and Training Goals

In MDTA the California State Employment Service is responsible for selecting trainees and for deciding upon the degrees of skill, understanding, and knowledge required in the occupation for which training is requested.

Some requests for training which have recently been sent to the Bureau of Business Education show such a wide gap between academic and ability levels of potential trainees entering the projects and the goals specified by Employment that the chances for successful outcomes in these projects are extremely uncertain. An example of such a situation is a project that has as its goal the training of clerk-typists. The potential trainees for this project are persons who lack the ability to pass Employment's test battery, which has been previously required of all trainees. The trainees have little or no office experience. In the case of this project, it is not known if these trainees can be developed into satisfactory clerk-typists, and many problems are created some of which are listed below:

1. MDTA training projects are limited to a maximum of seventy-two weeks. Requests for training, initiated by Employment, sometimes ask the training agency to help trainees advance six or more academic years. Trainees with sixth grade abilities are at times expected to be able to compete with high school graduates for office occupations by the end of an MDTA training project.

Probably some trainees will meet the objectives of the training, and for them the experience would have been well worthwhile. Yet, the bulk of trainees cannot be expected to advance several academic years in slightly more than a year.

2. Drop-outs. Training projects designed to fill in wide trainee ability occupational goal gaps must be of long duration if they are to stand any possibility of success. Experience has shown that MDTA projects that extend over several months have greater percentages of drop-outs than do shorter projects. When this fact is accompanied by the knowledge that trainees with low educational and cultural backgrounds tend to drop-out in greater proportions than persons of more satisfactory backgrounds, it can be seen that the drop-out rates in these classes can become staggering.

3. Cost. Projects with wide differences between where the trainee is when he enters training and where he is expected to be by the time he completes will tend to be much more expensive than for those projects where the gap is narrower.

The additional weeks of training required for this type of project will increase the cost because of additional instructional costs, if for no other reason.

The heavy rate of drop-out that generally occurs in long-term projects will tend to result in small enrollments, after the project has been in operation for a while, and consequently a much larger cost per trainee than if the drop-out rate was about the same as with most other MDTA projects.

4. Identification of Special Projects. Special projects, with wide variances between trainee entry ability and goals of the course, are often identified in the title of the project by the inclusion of the words "including basic education", or by some other means. Such identification is helpful in separating these special projects from

ordinary MDTA programs, but they are not adequate. Special projects should be clearly distinguishable from others so that persons who are not familiar with MDTA can understand at a glance that these projects are different, that they must run for longer periods of time, and that higher costs per trainee are to be expected.

5. Basis for Requesting Modification of Special Projects. There is increasing urgency for developing yardsticks for measuring "entry ability-completion goal gaps". The educational levels of sufficient numbers of trainees cannot be raised beyond a certain point in the maximum of seventy-two weeks allowed for training under MDTA. It is necessary that these limits of training possibilities be discovered so that the Bureau will have supporting evidence when it is necessary to ask Employment to modify a request for training.

Probably the most effective way to develop the yardstick is to conduct follow-up studies of the more difficult types of projects to determine how wide the gap can be before the number of trainees who cannot attain the course goals becomes unreasonable.

Time Lags in Business Education MDTA Projects

1. Trainees no longer available for occupational training:

   Certification of the fact that unemployed persons are available for MDTA training is the responsibility of the Department of Employment. The department can only certify with assurance that persons are available at a certain time. Events occuring between the time that the certification is made and actual training started could result in the specified trainees no longer being available.

2. Job opportunities no longer available:

   MDTA training may be given for one full year with twenty additional weeks allowed if basic training is involved. Although most MDTA programs are completed in far less time than the maximum allowed, the time required to organize and approve a program must be added to the training time. During this total period, extensive changes in the employment picture in an area can take place. By the time the MDTA trainee graduates, the original job opportunities may no longer exist.

3. Utilization of Equipment:

   This problem can be divided into two parts:

   a. Equipment not being available at the school at the time the student needs it in his training. This is but one of the factors that must be coordinated if effective training is to begin on schedule.

   b. Equipment may stand idle when a project does not begin on schedule, or when there is an undue delay between projects at the same training agency.

4. Loss of qualified MDTA instructors:

In selected cases, instructors who had excellent qualifications for teaching MDTA groups have been forced to accept employment in other areas because they could not afford to wait until delayed projects were started.

5. Loss of training facilities:

Faced with growing enrollments in all fields, many schools have found it necessary to find new quarters for MDTA projects when the planned facilities were no longer available for delayed programs. In a few cases, it has become necessary for the Department of Education to select new training agencies.

Evaluation of MDTA

Dr. William Justice and Miss Mary Ellen Mulhull take time out to chat with trainees in College of San Mateo's MDTA Clerk-Typist project.

Evaluation of MDTA Training

The opinions of some persons, directly or indirectly involved in MDTA training programs in Business Education, are reported in this section as one criterian to evaluate the effectiveness of the program. Included here are letters from training agencies, local offices of the California State Employment Service, and statements from trainees themselves. Newspaper articles, including some excerpts, express some sampling of public opinion.

Statistical information on the outcomes of MDTA Business Education training programs is reported pages 12 through 16 of this report.

38—Press Democrat, Santa Rosa, Calif., Wed., April 8, 1964

90 Pct. of Trainees Find Employment

The California State Department of Employment has attained marked success in the various training programs it has offered Sonoma County residents under the Federal Manpower Development and Training Act, according to R. E. McKenna, manager of the Santa Rosa office.

Under the program, a total of 75 women have received training at the Empire College of Commerce and Burbank Business College to become clerk-typists.

Only two persons failed to complete this training, and more than 90 per cent of the graduates have found regular employment, Mr. McKenna said.

In addition, there are now 30 women at both business colleges engaged in a 26-week training course to become fully qualified as secretaries. One class will be graduated and ready for employment in May and the other in July.

★ Los Angeles Times R—MON., AUG. 24, 1964—Pt. II 9

19 RETRAINED FOR AEROSPACE INDUSTRY

SANTA ANA — Nineteen competent "repro-typists" have been made available to the Orange County aerospace industry with the graduation of a class made possible by the Manpower Development Training Act.

Starting 24 weeks ago with insufficient skill to compete for good jobs, the new graduates of Standard Business Schools, Santa Ana, will now be employed in positions paying up to $3 an hour, according to Robert Shelton, MDTA coordinator for the California Dept. of Employment in this area.

Deputy Area Manager of the Employment Department Robert Kauth said that industry had called for "re-pro-typists" since all companies with government contracts have been ordered to conform in typography of all manuals, specification sheets and instructions. The regulation was made to simplify changes and corrections on projects having numerous sub-contractors.

Employment is virtually assured the graduates, most of whom have not previously been wage-earners.

Shelton said a refresher course for registered nurses who have been off duty for a long time will begin tentatively at Orange Coast College early in September. The nurses will be brought up to date on medicines and techniques so they will feel confident to resume practice of their profession.

Statewide, the MDTA has trained 14,000 since inception of the program in September, 1962, Kauth said.

In this area, including 10 counties excluding Los Angeles County, south of San Luis Obispo, 35 separate training projects are in progress, he added.

STATE OF CALIFORNIA—EMPLOYMENT RELATIONS AGENCY
EDMUND G. BROWN, Governor

DEPARTMENT OF EMPLOYMENT 11723 E Firestone Bl Norwalk Calif 90650

Sep 2 '64

REFER TO:

Rulen Van Wagener
Chief, Bureau of Business Education
Bureau of Education
721 Capitol Mall
Sacramento Calif

Since the fall of 1962, six courses in the stenographic field have been successfully completed. Cerritos College and Excelsior Adult School have provided training.

From 60% to 75% of enrollees completed training courses. Approximately 80% of these graduates found related employment within one month following completion of training. Starting salaries were higher for this group than for those of the general population entering the labor market into stenographic positions. Employers have been generally complimentary in their evaluations of the performance of the M.D.T. graduates.

Less than 5% of the trainees were able to take dictation at 100 words per minute upon completion of course. Those failing to achieve this degree of skill were encouraged to take supplementary shorthand courses.

It appears that these M.D.T. courses are helping to meet the expanding need for stenographic workers in this area. Other courses now pending are planned to include specific training in technical terminology and procedures vital to several professions and specialized industries.

Gerry Puffer

GERRY PUFFER, MANAGER, NORWALK LOCAL OFFICE 125

STATE OF CALIFORNIA—EMPLOYMENT RELATIONS AGENCY
EDMUND G. BROWN, Governor

DEPARTMENT OF EMPLOYMENT
451 Sherman Avenue
Palo Alto, California

REFER TO:

September 1, 1964

Mr. Richard Wenstrom
Regional Supervisor
Business and Distributive Education
State Department of Education
1111 Jackson Street
Oakland, California

Since the inception of the Manpower Development and Training Act, our office has participated in distributive education programs in the field of retail sales, clerk typing, and reproduction typing. In evaluating the effectiveness of these programs, we can point with pride to our most tangible proofs -- a low student dropout rate during training and a high percentage of placements directly related to training.

There are other indications that lead us to believe that our programs have been successful: Employers who have hired MDTA graduates have initiated requests for repeat classes. Local schools providing the actual training facilities have expressed satisfaction with our programs. Local newspapers and other media have publicized our programs whenever necessary and with alacrity. Probably our best testimonials, however, have come from the students themselves who have been exceedingly complimentary about the excellence of the training and the spirit of cooperation that existed in all the classes. In short, our MDTA programs have found universal acceptance among the various segments of our rather unique community.

As you very well know, an MDTA program involves many steps, including a fair share of pitfalls, obstacles, and bottlenecks. Having the cooperation of your department, particularly in connection with arranging for educational facilities and planning curricula geared to the particular needs of this area and the type of available students, has reduced these to a minimum. We can therefore state that a large part of our MDTA success has been due to your splendid help. We would like to express our appreciation to you for this help and to hope that our very pleasant relationship will continue.

A L Piedmonte
A. L. PIEDMONTE, MANAGER

ALP/er

STATE OF CALIFORNIA — EMPLOYMENT RELATIONS AGENCY
EDMUND G. BROWN, Governor

DEPARTMENT OF EMPLOYMENT
CALIFORNIA STATE EMPLOYMENT SERVICE

September 3, 1964

REFER TO:

1303 7th Street
Sacramento, California 95814

R. C. Van Wagenen, Chief
Bureau of Business Education
721 Capitol Mall
Sacramento, California 95814

Dear Mr. Van Wagenen:

You will no doubt be interested in learning that since September, 1963 this office, in conjunction with Education, has initiated nine(9) Business Education classes under the Manpower Development Training Act. These classes provided either basic or refresher training in stenography and general office related subjects. A total of one-hundred sixty nine(169) trainees have graduated and of this number, one-hundred and three(103) have obtained employment within the occupational field of training.

The periodic follow-up studies we have made indicate that, with few exceptions, both employers and trainees have benefited from the education and training received. The sixty-six(66) graduates who were not employed provided this office with various reasons for their temporary withdrawal from the labor market such as personal compelling reasons, moving from the area, illness, etc. This should not detract from the overall benefits gained, however, since those who did obtain employment not only became self-supporting, but in some instances were also removed from the welfare roles.

The cooperation and assistance we have received from those in the Sacramento City and County School systems have been noteworthy and commendable. We, in this office, are looking forward to a continued relationship with Education in the recognition and establishment of new training programs.

Very truly yours,

Thomas J. Smith

Thomas J. Smith, Manager
Sacramento Local Office #525

TJS:jn

PUBLIC EMPLOYMENT SERVICE
SERVICE FOR EVERYONE
LOCAL STATE NATIONAL

HIRE THROUGH THE STATE EMPLOYMENT SERVICE

STATE OF CALIFORNIA — EMPLOYMENT RELATIONS AGENCY
EDMUND G. BROWN, *Governor*

DEPARTMENT OF EMPLOYMENT
CALIFORNIA STATE EMPLOYMENT SERVICE
235 - 12th Street
Oakland 7 California

REFER TO:

August 31 1964

Richard M. Wenstrom, Asst. Supervisor, MDTA
Bureau of Business Education
State Department of Education
1111 Jackson Street
Oakland California

The business and commercial MDTA classes such as Clerk Typist, Stenographer and Calculating Machine Operator have been successful.

All the graduates of these courses who have been able and available for work have been placed. Not all of them have been placed in the specific occupations for which they had been trained, but their skills have been so increased that they have become employable in related occupations at levels higher than their previous skills.

Peter Kristich
Peter D. Kristich, Manager

PUBLIC EMPLOYMENT SERVICE
SERVICE FOR EVERYONE
LOCAL STATE NATIONAL

HIRE THROUGH THE STATE EMPLOYMENT SERVICE

Fresno City College
FRESNO CITY UNIFIED SCHOOL DISTRICT
1101 EAST UNIVERSITY AVENUE
FRESNO, CALIFORNIA 93704

September 4, 1964

Mr. R. C. Van Wagenen, Chief
Bureau of Business Education
721 Capitol Mall
Sacramento, California 95814

Dear Mr. Van Wagenen:

The purpose of this letter is to express our feeling regarding the Manpower Development and Training programs in which we have recently participated at Fresno City College. We have completed two consecutive programs training stenographers for the labor market.

It is my considered opinion that in all of my experience in education, (and you could add time as a Company Commander of the Civilian Conservation Corps,) that this program has offered one of the finest opportunities for retraining and rehabilitation that I have seen. Not only have we had an opportunity to carry on controlled experimentation, but we have been able to employ techniques which could not be brought into play in the ordinary course of events of running a regular stenographic program in a junior college.

I believe the results justify adaptation of procedures which are different and especially tailored to the type of student selected for us by the California State Department of Employment.

Instructors were especially interested in the adult reaction of our students to the training provided. Many students have developed new personalities and found new hope through the training received. The camaraderie developed among students has continued, and it is interesting to note that they have continued to meet occasionally to exchange ideas and experiences.

The whole program has been a source of very real satisfaction for all concerned, and it is especially heart-warming to receive "thank-you" notes and telephone calls showing appreciation for our efforts. Because of this continuing contact it has been possible, where students have had to seek new positions, to assist them in new placements.

I am sure I speak for the whole faculty when I say that we enjoyed very much working with the Bureau and the State Department of Employment in fulfilling the training objectives of M.D.T.A. The project was carried off in a business-like manner with the highest degree of cooperation among the agencies involved. It has been a real pleasure to have worked together in the spirit of the law.

Sincerely,

Gervase Eckenrod

Gervase A. Eckenrod, Dean
Business Division

GAE:kk

COLLEGE OF SAN MATEO
San Mateo, California

August 31, 1964

JULIO L. BORTOLAZZO
PRESIDENT AND SUPERINTENDENT
SAN MATEO JUNIOR COLLEGE DISTRICT

PHILIP C. GARLINGTON
DIRECTOR OF INSTRUCTION

Mr. Rulon C Van Wagenen
Bureau of Business Education
State Department of Education
Sacramento, California

Dear Van:

I am writing to report to you regarding MDTA courses in the business area at the College of San Mateo.

We have had three consecutive sections of the twenty-six week MDTA secretarial course. The first section, completed on August 2, 1963, had twenty-five students enrolled, with eighteen completing their training. Thirteen of these were subsequently employed in training-related occupations; two worked in non-training-related occupations, one trainee was not available after training because of unexpected travel. Two trainees did not respond to our questionnaire.

In Section two, completed March 20, 1964, twenty-five trainees entered and, again, eighteen completed the class. Fifteen have obtained employment in training-related occupations. The other three were not available, one due to illness and two to re-marriage.

Section three, with twenty-five enrolled, will finish on September, 4, 1964.

All in all, we at the College, and our Board of Trustees were very pleased with the high rate of job placement among those completing secretarial training.

The first clerk-typist refresher course is to be completed on October 2, 1964. Thirty trainees enrolled in this course. We plan to repeat the clerk-typist refresher course three times.

We have also applied for MDTA funds for a twenty-five week clerk-typist course to be run four times consecutively, and to start as soon as federal funds are available. We understand the MDT-2 form has been accepted at the state level. Thirty trainees will enroll in each section of this course.

We at the College of San Mateo take very seriously this MDTA effort to reduce unemployment. Although we are even now crowded in our new campus, we have planned space for MDTA courses and have MDTA in mind as we plan two new campuses.

We feel that breaking the cycle of hereditary poverty and of second and third generation unemployment should be a matter in which we in public junior colleges must share.

Our relationship with the California State Department of Employment, through its local representative, Mrs. Hull, has been an excellent, cooperative experience. We particularly appreciate, however, the constant and unstinting support we have received from your regional representatives, Mr. Weichert and Mr. Wenstrom, and from your Sacramento office. This support, in no small measure has contributed to the success of our program and to the fine placement record of our trainees. We look forward to a continuation of this fine relationship.

Cordially yours,

Phil Garlington

Philip C. Garlington
Director of Instruction

PCG:hm

CERRITOS COLLEGE

11110 east alondra boulevard • norwalk, california • underhill 5-9551

September 2, 1964

Mr. R. C. Van Wagenen
Bureau of Business Education
711 Capitol Avenue
Sacramento 14, California

Dear Mr. Van Wagenen:

Cerritos College recently completed its third secretarial training program under the auspices of the Manpower Development and Training Act.

This means approximately 75 women ranging in age from the high school graduate to the grandmother, with backgrounds extending from the Midwestern farmlands and California orange groves to Lebanon and even the Philippine Islands have found themselves and become productive citizens in our community.

As supervisor of the program, I have witnessed these women with their financial stresses and economic and social problems emerge to take their places in our society, no longer dependent on public welfare assistance.

There are inumerable advantages in a program of this type. I have never experienced a situation which has brought such close inter-agency cooperation between the Department of Education and the Department of Employment.

In many instances those who have completed the program have found it a stepping stone to even better employment.

Each student came to the class with her own personal goals, and with the cooperative assistance of the school administration and faculty and the sacrifice of their own families, they have attained these goals.

In the words of the students themselves "no matter where we go from here, no matter what position we hold, we will be able to perform it better by reason of our training in the MDTA program."

Sincerely yours,

Lowell Anderson

Mr. Lowell Anderson, Coordinator
MDTA Program, Cerritos College

COLLEGE OF MARIN
KENTFIELD, CALIFORNIA

September 2, 1964

Mr. Richard Wenstrom, Regional Supervisor
Manpower Development Training, Business Programs
1111 Jackson Street
Oakland, California

Dear Mr. Wenstrom:

Our Clerk-Typist program was among the first begun in California, in September 1962, and our application papers were taken as the model used for the California MDTA Instruction Manual. So we have been engaged in MDTA programs throughout the entire period of their operation.

Engaging in this work has been extremely rewarding. We have been fortunate to have had skilled and dedicated instructors, who took a sincere interest in the welfare of their students--learning the skills, overcoming their gaps in knowledge, surmounting the personal problems with which so many were beset. Our students have not been the stereotype of the unemployed. They may have been unfortunate in lacking employment or having been engulfed with personal problems temporarily, but they have been generally of fair to good ability, have been highly motivated and hard working, and very appreciative of the efforts in their behalf by teachers, the College, and any cooperating institutions. We have held to the one-or two-teacher-to-the-class rule, realizing that their needs were psychological and in the area of confidence-building, just as much as in learning skills. This treatment has seemed to pay real dividends.

The growth of redtape and paperwork has been unwelcome, but as the administrator most closely connected with this service, I can say I have been most proud of our instructors and clerks who have contributed to the success of these programs. We have trained clerk-typists (now in a special class for minorities), secretaries, nurses' aides, gardeners, custodians, and are now preparing to work on Registered Nurse Refreshers. Remembering our own experiences of the Great Depression, all who have been connected with our programs have done all possible to enable our students to go back into employment, wage-earning and independence with financial responsibility.

Finally, I would pay tribute to the Employment Service officials, whose new relation to and service with the schools has opened new possibilities in other areas. Cooperation from hospitals, nursing homes, schools and businesses or other institutions has been of the finest. The Regional Office has been particularly helpful in all these programs. This has been a practical application of the old American ideal of rising to help when others are in need.

Sincerely yours,

Ellsworth R. Briggs

Ellsworth R. Briggs, Dean
Extended Day and Adult Education

Miss Marian Hanrahan
California State Department
of Employment
24790 Amador Street
Hayward, California

Dear Miss Hanrahan:

I want to thank you and the Employment Office for helping me obtain the schooling which made my present position possible. This course has given me the first step in a wonderful rewarding occupation. I really do feel that the course could not be improved upon. The English and math courses were very comprehensive and well taught. The typing and shorthand classes were long enough for us to build our skills to the employable standard. The office machines instruction was also helpful, though in my case, did not aid in obtaining my job.

Thank you again,

Gale M. Rolston

Miss Marian Hanrahan
California State Department
  of Employment
24790 Amador Street
Hayward, California

Dear Miss Hanrahan:

I am very grateful for the MDTA training program. I have never worked before in an office and yet because of this training, I was qualified to obtain this job as a steno I with an entrance salary of $342 - and will automatically go to $427 - which I think for a "beginner" is an excellent salary.

Thanks to the program and the excellent teaching staff, I will be able to be self-supporting to my family.

The human relation course has been a big asset to me in the short time I have worked. This is a very important part of the program. It prepared us for all kinds and types of individuals and we have all kinds. But because we are prepared the period of adjustment has been much easier. The trained, matured business secretary has much to offer in the business world today.

Thank you for the opportunity to train for employment.

Sincerely,

Mabel Bridges

Miss Marian Hanrahan
California State Department
  of Employment
24790 Amador Street
Hayward, California

Dear Miss Hanrahan:

I do not believe the answers on the other side of this sheet can adequately express my gratitude for having been selected to complete the secretarial course. It was a wonderful opportunity for me, and I enjoyed working with those wonderful teachers, Mr. Barnes, Mrs. Blackwell, and Mr. Cavana.

Although our surroundings were not impressive and we were often cold and uncomfortable, the work was so interesting and the instructors so dedicated that we scarcely noticed.

As a result of this course, I have been tested and interviewed for an amazing number of jobs, some better paying than the one I have accepted. However, most of these positions were located in San Francisco, Oakland, Alameda, Berkeley, and Pleasanton and I prefer to work closer to home.

As you know, I also attended, simultaneously with this course, a class for legal secretaries at Chabot College, which I have now completed. If I decide to change from the position I now have, I can get assistance from the Legal Secretaries, Inc.

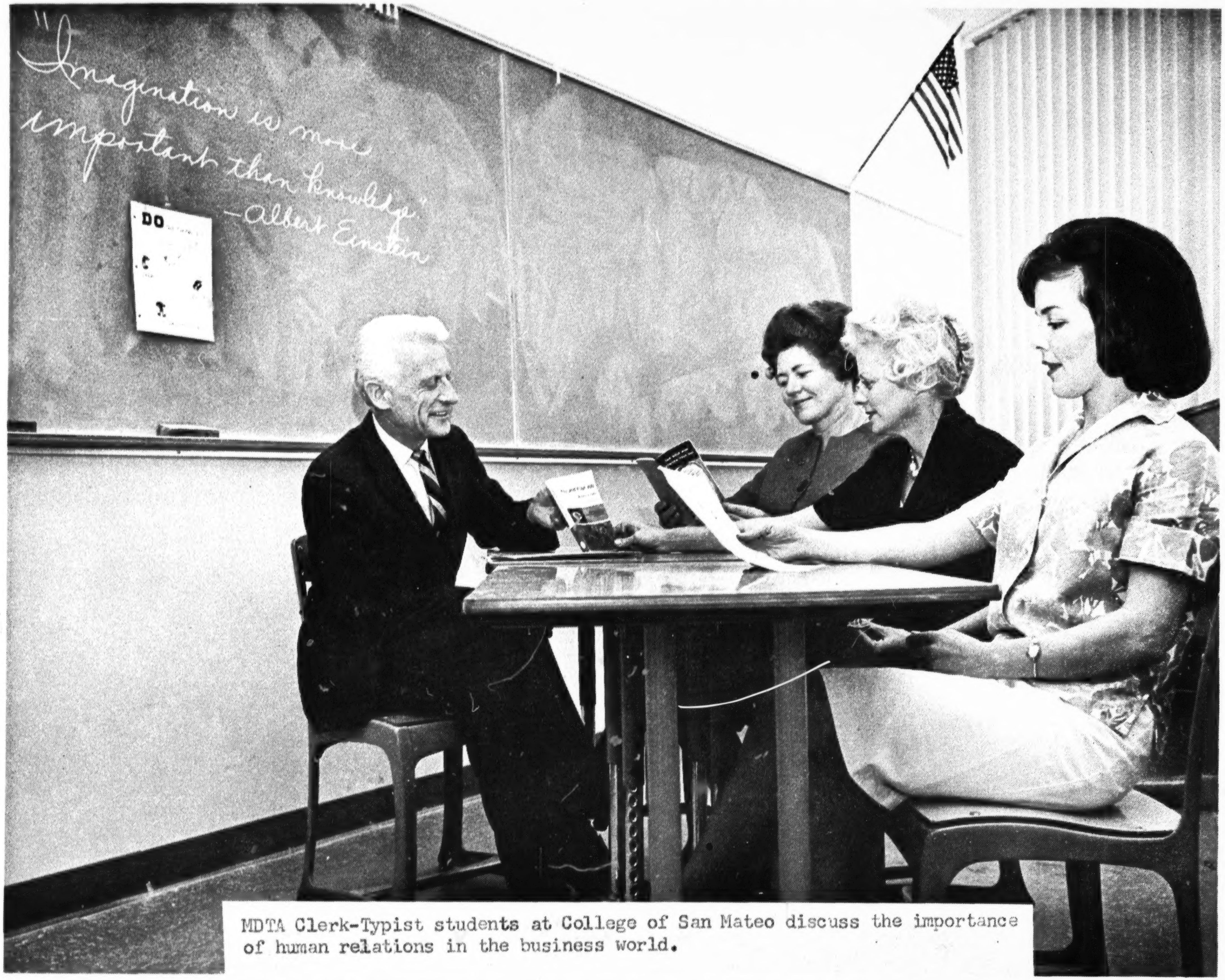
I would like to emphasize that I could not have enrolled in this course, had I not received all that shorthand review in the MDTA class, as 100 wpm was the minimum requirement for entrance.

You may therefore, put me down as a "satisfied customer".

Thank you and Mrs. Brighton and Mrs. Winslow for all your efforts in my behalf.

Ethel Roy

Follow-Up Studies


"Imagination is more important than knowledge"
—Albert Einstein
DO

MDTA Clerk-Typist students at College of San Mateo discuss the importance of human relations in the business world.

Follow-Up Studies:

Training agencies should conduct follow-up studies of the trainees, after the program is complete. In this way, it is possible to gain valuable information about the success of the program, based upon the number of persons who got training related and non-training jobs. It is also possible to find out how the trainees think the program could be improved, and what strengths they recommend retaining.

Follow-up studies should be used by training agencies, working in cooperation with their advisory committees, to evaluate and improve their MDTA programs.

The follow-up study, by Fresno City College, of a Stenographer MDTA program is shown in its entirety, as an example of how much studies can be conducted.

A FOLLOW-UP

MANPOWER DEVELOPMENT AND TRAINING PROGRAM

CAL 60

BULLETIN NO. 10

A Follow-up Study of MDTA Students 1963

BUSINESS DIVISION

FRESNO CITY COLLEGE

June 30, 1964

INTRODUCTION

Purpose: The purpose of this study is two-fold. In the first place we hope to obtain information regarding the status of former students and the second objective is to measure the effectiveness of training in our first MDT program with the intent of taking corrective action where it is deemed necessary and to use the suggestions in further development of the program.

Background: Cal-60 MDTA was initiated February 18, 1963, with 29 students. It was a non-graded class in Stenographer Training designed to provide proficiency in the stenographic skills and to produce competent stenographers in a course of 30 weeks of training.

Students selected by the Fresno Office of the California State Employment Service attended classes six hours per day from nine o'clock in the morning until four in the afternoon. Since it was the first class, some difficulty was experienced in providing the 30 students for which the program was designed.

Minimum requirements included some typing and knowledge of the keyboard. Some of the applicants received subsistence at the rate of $43.00 per week while others who were not head-of-household and therefore not eligible for subsistence allowance attended under the youth provision of the Act.

Two fully credentialed instructors were employed on an hourly basis. Mrs. Margaret Phillips taught shorthand in the mornings and Mrs. Eva Soderstrom taught typing, business math, business English, and office procedures in the afternoon. In the last two months of the program Mrs. Soderstrom was replaced by Mrs. Helen Bever who handled the office procedures part of the training.

A supervisor was utilized on the basis of seven hours per week. Mr. Francis Svilich supervised the training from its inception until the second week of June at which time William Spry took over the duties of supervisor.

Although the class was started with 29 students, a series of illnesses, accidents, and transfers from the district brought the final figure to 19.

Since this was a first program, emphasis was placed on evaluation throughout. At the end of the session students were interviewed individually for information which could be utilized immediately in preparing a new application. They were also apprised of the intention to contact them in a formal follow-up to be conducted within the year to establish how the training filled the needs of the individual once she was employed.

The Survey: A questionnaire with a cover letter was mailed to all 29 of the original students on December 20. The existing questionnaire used in the Business Division's five-year follow-up was used since it has been tested and proved satisfactory. Response was good and a follow-up postcard was mailed on the 10th of January as a reminder to those who had not returned the questionnaire. Some of the questionnaires were not returned; however, those which were returned are contained in this follow-up study.

The results have been tabulated and percentages drawn. However, no attempt has been made to provide an analysis of the information. These data are for information only. Since the opinions are confidential, distribution must of necessity be restricted to personnel who are directly involved in the program.

FOLLOW-UP QUESTIONNAIRE #1 — MDTA STUDENTS, CAL 60

29 Questionnaires mailed out
18 Questionnaires returned
62% Completed program

LOCAL 13 (72%) OUT OF TOWN 5 (28%)

Graduate of Fresno City College ..... No 17 (94%) Yes 1 (6%)

At the present I am:

Working full time	12 (66%)	Going to School	1 (6%)
Housekeeping	3 (16%)	Out of Work	1 (6%)
Working Part-Time	1 (6%)	Military Service	0 (

Single 10 (56%) Married 7 (39%) No Answer 1 (5%)

Type of Business:

School Education	2	Structural Engineering	1
Rentals (Public Housing)	2	Winery	1
Surgeon	1	Pump Sales	1
Urban Renewal	1	Service Organization	1
Wholesale Distributor	1	County Office (Part-Time)	1
Auto Parts and Appliances	1		

Position and Duties:

Secretary	6 (45%)	Bookkeeper	1 (8%)
Stenographer	3 (23%)	Junior Clerk	1 (8%)
Medical Secretary	1 (8%)	Clerical	1 (8%)

Beginning Salary:	Present Salary:
Average Beginning Salary: $296.30	Average Present Salary: $304.20
Average Hourly Wage: $1.43	Average Hourly Wage: $1.48

In ~~your work, what difficulties have you met which might have~~ been covered in your school training?

Typing Figures	3	Posting Procedure	1
Spelling	2	Practical Application of Posting	1
Lack of Speed in Typing	2	Payroll	1
Alphabetizing and Filing	1	Use Rotary Calc. (Monroe, etc.)	1
Lack of Accounting Knowledge	2	Use of Duplicating Machines	1
Inability to use Adding Machine	1	Use of Bookkeeping Machines	1
PBX - Switchboard Work	1	Check Writer	1

Different types of office machines which you have used on the job.

Adding Machine 10-Key	9	Multilith	1
Spirit Duplicator	4	Addressograph	1
Mimeograph	4	Dictaphone	1
Adding Machine Full Keyboard	3	Audograph	1
Friden Calculator	3	Teletype	1
Mimeoscope	2	Marchant Calculator	1
Monroe Calculator	2	Check Writer	1
Stenorette	2	PBX 610 Console	1
Vari-Typer	1	Bruning	1

If you use a typewriter on your present job, please check the make and whether it is a manual or an electric.

MAKE	MANUAL	ELECTRIC
Royal	6 (37%)	2 (13%)
IBM	-	4 (25%)
Remington	1 (6%)	1 (6%)
Underwood	2 (13%)	-
Smith-Corona	-	-

How did you secure your first job after leaving school?

School placement	1 (6%)	Friend or relative	1 (6%)
Employment agency	1 (6%)	Other	4 (22%)
Calif. State Employ. Service	7 (38%)	No answer	4 (22%)

WHAT CHANGES WOULD YOU MAKE IN OUR MDTA BUSINESS TRAINING PROGRAM

*****

My only suggestion for change while attending classes was that students have a break, i.e., some time off. I understand this policy is now in effect. I hope it proves to benefit both students and their instructors.

*****

I would recommend a longer training period for adding machine and calculator proficiency.

*****

Let the girls get an actual experience working in an office for a day. Have more work on actual filing.

*****

The college has done a fine job, but I think the Department of Employment should have prepared more so we could have gone to work right away.

*****

The Business Math should at least include an explanation of posting invoices and the reason for it.

*****

For someone like myself who has not had any recent office experience, the lack of confidence is the greatest harm. If in some way, before the session ends, a girl can go out in the field and maybe through Manpower, work a few days here and there, it would help quite a bit.

*****

The only change I can see is to be a little more thorough on the basic fundamentals of English.

*****

Some fundamental bookkeeping would be very valuable.

*****

None. I think the program is excellent, the only problem I had while attending classes was of a personal nature.

*****

An extension of approximately six weeks in order to allow for individuals to concentrate on the various fields, e.g., Medical, Engineering, Law, etc., in which they might be particularly interested in pursuing. A semester break at approximately the 15 week period of the course would probably serve to relax tensions which begin to slow progress at that time. Our entire class seemed to hit a "low" at about 13 weeks. My own observance was that this "low" period lasted at least two weeks for the class as a whole; however, certain individuals may have reacted to this for either longer or shorter periods.

*****

Intense training in business math (all phases); every student should attain a speed of 50 words a minute in typing; the need of statistical typing is in great demand; strong spelling and English. Intense training in dictaphone machines. In fact, a student should be very qualified to operate all business machines easily.

*****

It would be good if we could have had more training on office machines. There were a few jobs I checked into that if I had touched an adding machine or calculator I could have handled, but I understand we couldn't -- cause of time allowed.

At the present I keep my husband's books, he works for himself. So there is quite a lot to do here. I do all of his billing, collecting, banking, and keeping books in order, and take all telephone calls, besides keeping his accounts and payments paid up.

*****

More training in the Rotary Calculator and fundamentals of bookkeeping.

*****

I sincerely have no changes to recommend.

*****

COMMENTS

The MDTA program was of great benefit to me. I would never have been able to step into a position that pays as well as my present job without this recent training.

*****

For myself the financial load hit too hard with no income after graduation. I had a nervous breakdown when all was finished, but the worry of no work was a great contributing factor.

*****

I don't feel I can say enough good things in regard to this program, and will be grateful always for the opportunities afforded me.

*****

The instructors were not only of the highest caliber, but were most thoughtful and considerate of each student on a personal basis. As the classes were made up of women, who for the most part had many personal problems, I think this consideration on the part of the

~~teachers was definitely a contributing factor in the success of this~~ program.

The facilities were excellent, and the equipment and books placed at our disposal were an added incentive. The staff in the Business Division were always helpful. Mr. Eckenrod's interest and understanding was appreciated by teachers and class alike.

As mentioned, I've nothing but praise for MDTA, the State Employment people, and those directly involved in the class. If I can ever be of assistance in any way, please contact me.

*****

It was an excellent chance for me. And I have learned a few different things here on the actual job which I never knew before.

For instance, I had to make a lot of forms. Then I put them in a press and cemented them.

*****

I still have no criticism of the training I received and am very proud to say I am a graduate of the first MDTA class to leave Fresno City College.

*****

I attended the MDTA business training program a very short time. I had a severe case of flu, and a relapse. I was so far behind the class I knew it was hopeless to continue. Although I don't feel like I'm qualified to make suggestions on changes in your program, I was very much interested in the program and made a point of discussing the program with individuals! I'm sure I conversed with 90 percent of the class.

Their main grievances were too much - too fast after being out of school so long, especially shorthand. They also felt like they were given no consideration for having small children and operating a household. Persons drawing money, plus the MDTA training, felt there was entirely too much pressure applied.

I was drawing no money, and had no home problems, but still the class in shorthand was too speedy for me.

I truly tried to analyze the program, as "it's tax money that is supporting the program". I think the main problem with the class was nerves and losing the art to concentrate. I do think concentration is an art you acquire when you're young and work to keep as you grow older.

I also have a part-time job with a Doctor's office, Doctors Haas, Witto, and Gerdes. This I found myself. But it was because I had the MDTA training that I was hired.

*****

I hope that I have been of some assistance to you in your review. May I take this opportunity to thank you and your staff again for all the help and the many benefits I have received and enjoyed as a result of being fortunate enough to be a part of your first MDTA class.

I extend my best wishes for the New Year and wish you good luck with the class now in session and all those that may follow.

*****

The course should be extended. Most definitely an understanding with the State Employment Office. I have been sent on five interviews since leaving the course and even though the job did not seem right for me I never refuses an interview. The public needs to be "awakened".

*****

During the time I was attending classes, I felt that the scheduling for holidays (school holidays) could have been a little better so that we could have gotten some much-needed rest for our weary bodies and minds. (Smile) Yet the tight schedule really had me prepared to step into the position that I am now holding. There hasn't been a dull moment from the very first day; and I am thoroughly enjoying every moment of my work.

There have been so many, many new things to learn. This is to be expected on any new position. It would be impossible for a class to prepare one thoroughly for each position.

I can offer nothing but the highest of praise for the MDTA training program. I sincerely hope that each of the students that are now enrolled will use this opportunity to the fullest advantage.

*****

ANSWER PROMPTLY
IDENTIFY YOURSELF
TAKE MESSAGES ACCURATELY
Burroughs

MDTA class in Machine Calculation at Oakland City College develop occupational skills on key driven calculators.

FINDINGS AND RECOMMENDATIONS

The following findings, recommendations and resulting action taken in the new program are offered as a result of the follow-up.

1. The curriculum is in need of a change of emphasis both from the viewpoint of total hours and the division of time within the proposed subject areas.

   ACTION: The thirty-weeks course was increased to thirty-four weeks to meet the very obvious needs of students. It was determined that the often mentioned deficiency dictated additional instruction in English, mathematics, spelling, and office procedures. Much of this is attributed to the fact that the students were mature; had been away from the classroom for an extended period of time; and unusual effort had to be expended in renewing basic understandings and developing confidence in their ability to perform.

2. Special emphasis must be placed on training in the use of equipment which the stenographer uses on the job.

   ACTION: Students were shifted for their training to the Business Division's machine calculation laboratory, the office training laboratory, and the PBX and shorthand laboratory. The situation was created wherein there was hands-on training for all students simultaneously rather than piecemeal "exposure" resulting from completely inadequate MDTA equipment. This represented an increase of approximately eighty hours in training.

3. Consideration must be given to the peculiarities which exist among individuals in the MDTA program because of their educational backgrounds, family situations, transportation problems, etc.

ACTION: From the very beginning of the program it was quite evident that CAL 60 was not just another business training class. The following actions were taken to alleviate and avoid situations which arose by reason of the fact that the individuals in the program were different.

(a) School holidays were observed. This prevented problems such as babysitting and transportation which were directly related to school schedules.

(b) The program was offered concurrently with the regular school year and extended only one week beyond the college's regular semester. Somewhat as in "a" above, this eliminated the objection which arose because the program was operated throughout the summer when elementary schools were not in session.

(c) Students in the program showed a propensity toward expression of emotional problems. Some students were undergoing psychiatric treatment during the time they were in the program. Frequent reference to the use of tranquilizers, sometimes not under the doctor's prescription, provided the springboard for a thorough examination of the emotional climate of the program. This resulted in scheduling definite coffee breaks, with coffee, and the introduction of background music when the situation would allow. Since the pressure arising from intensive shorthand drill seemed to be contributory, the shorthand was broken up in the new program with English, spelling, and business correspondence integrated into the three hour period in the morning thus giving a measure of variety of experience during that time. Emphasis was placed on the human relations aspect and the handling of emotional problems on the job. Extensive personal and individual counseling was provided by the two instructors, the college nurse, the supervisor, and the dean of the Business Division.

4. The selective process must be exercised more carefully to narrow the range of abilities of students entering the program.

   ACTION: The Department of Employment is to be complimented upon its fine effort in the area of selection of trainees. While in the first program students who had very limited ability in typing were admitted to the program, no such case existed in the second program. What is more important, a very definite effort was made to avoid placing people with good shorthand skills in the program, thereby eliminating the necessity for ability grouping in shorthand. On the whole, the caliber of trainees recommended to the second class was greatly improved.

5. Some form of work experience should be provided to allow for easy transition from classroom to the job.

   ACTION: This recommendation posed a very serious problem which was approached but certainly not solved. Several courses of action in the second class contributed something of value.

(a) Field trips to local offices were increased.

(b) The supervisor gave office type dictation on occasion to the whole group.

(c) The shorthand laboratory was used extensively.

(d) A limited number of students (6) reported to the division dean and worked for one-half day taking regular dictation and transcribing the letters.

* * * * * * * * * *

CAL 60, the first MDT program at Fresno City College, inaugurated a new type of vocational education for stenographers in the community. The comments of the trainees speak loudly and if we are to make a judgment on the basis of their remarks it is safe to say at this point that, "...they profitted by the instruction."

The teachers, supervisors, and administration in like manner learned a great deal from this initial experience, and with CAL 234, our second program, completed, it is with some satisfaction that already we observe improvements which are the result of corrective measures taken on our original experience.

No small part of the success which has been achieved can be directly attributed to the fine staff and the excellent working relationship which existed among its members as they coordinated their efforts in the realization of their common goal--development of competent stenographers for the office work force in our community.

A second follow-up of CAL 60 trainees will be made in December, 1964. Their experience will no doubt have made them wiser, less starry-eyed, and more objective in their evaluation of our first noble experiment under the Manpower Development and Training Act.

Gervase A. Eckenrod
Dean, Business Division

June 30, 1964

FRESNO CITY COLLEGE
Fresno City Unified School District
1101 East University Avenue
Fresno, California 93704

December 20, 1963

Dear Former MDTA Trainee:

In Keeping with our practice in the Business Division at Fresno City College, this letter is being sent to you asking your cooperation in a follow-up study which we will be conducting periodically with people in our MDTA programs.

You are probably aware that we currently have thirty-one women in our latest project. They, too, will be receiving a letter and a follow-up form upon completion of their training such as you are receiving now.

We would appreciate your completing the form and returning it in the enclosed, self-addressed envelope. Through your cooperation in this respect, I believe we can make improvements in our program which will benefit students who enter future programs.

We are depending upon your loyalty to accomplish this at your earliest convenience. Won't you please do it now.

Seasons Greetings, from the MDTA staff.

Sincerely,

Gervase A. Eckenrod
Dean, Business Division

GAE:vr

Enclosures 2

CONFIDENTIAL

Division of Business Education
Fresno City College

QUESTIONNAIRE

Date ______________

1. Name ______________________ Male ______ Female ______

2. Address ______________________ Tel. ______

3. Are you a graduate of Fresno City College? Yes ___ No ___ Year 19 ___

4. If not a graduate, how long did you attend? ____ Semesters ______

5. Are you married? Yes ____ No ____ Maiden Name ______________

6. At the present time I am: (Please check)

   a. Working full time ___ c. Going to school ___ e. Housekeeping ___

   b. Working part time ___ d. Out of work ___ f. Military service ___

   g. ______________________

7. If you are working, please complete the following for your present position:

   a. Firm or Employer...... ______________________

   b. Employer's address.... ______________________

   c. Type of business...... ______________________

   d. Your position & duties ______________________

   e. Starting date ____ Beginning Salary $ ____ Present Salary $ ______
   (Please indicate total salary and whether weekly or monthly)

   f. Does the company pay a bonus? Yes ___ No ___ Fringe Benefits? Y ___ N ___

   g. Is your present work in line with your training? Yes ___ No ___ Partly ___

8. Please list the positions you have held since leaving Fresno City College exclusive of your present employment noted above.

Dates of Employment Month & Year	Name & Address of Firm or Employer	Type of Work Done Reasons for Leaving	Salary or Wages
1. From ______	______	______	Start ______
To ______	______	______	End ______
2. From ______	______	______	Start ______
To ______	______	______	End ______

Use Reverse Side if Necessary
Form 10.31

9. In your work what difficulties have you met which might have been covered in your school training? (Please check)

a. Alphabetizing & Filing ___
b. Arithmetic Fundamentals ___
c. Cutting Stencils ___
d. English Fundamentals ___
e. Inability to Use Add. Mach. ___
f. Lack of Accounting Knowledge ___
g. Lack of Speed on Comptometer ___
h. Lack of Speed in Shorthand ___
i. Lack of Speed in Typing ___
j. PBX - Switchboard Work ___
k. Penmanship ___
l. Spelling ___
m. Tabulation ___
n. Typing Figures ___
o. Use of Bank Posting Machine ___
p. Use of Mimeograph Machine ___
q. Use of Rotary Calculator ___
r. Use of Telephone ___
s. Use of Duplicating Machines ___
t. Use of Bookkeeping Machines ___
u. Personality Development ___
v. ____________________ ___

Other Difficulties: ______________________________

10. Please check the different types of office machines which you have used on the job.

a. Spirit Duplicator ___
b. Mimeograph ___
c. Mimeoscope ___
d. Vari-Typer ___
e. Multilith ___
f. Addressograph ___
g. Ediphone ___
h. Dictaphone ___
i. Audograph ___
j. Teletype ___
k. Soundscriber ___
l. Rex Recorder ___
m. Adding Mach Full Keybd ___
n. Adding Mach 10-key ___
o. Billing Machine ___
p. Bank Posting Machine ___
q. Burroughs Bkkpg Mach ___
r. National Bkkpg Mach ___
s. Remington Bkkpg Mach ___
t. Underwood Bkkpg Mach ___
u. National Bkkpg Mach ___
v. Marchant Calculator ___
w. Monroe Calc ___
x. Friden Calc ___
y. Burroughs Calc ___
z. Comptometer ___
aa. Cash Register ___
bb. Check Writer ___
cc. Key Punch ___
dd. Collator ___
ee. Stenorette ___
ff. __________ ___
gg. __________ ___

11. If you use a typewriter on your present job, please check below the make and whether it is manual or electric

MAKE	MANUAL	ELECTRIC
Remington		
Royal		
L. C. Smith		

MAKE	MANUAL	ELECTRIC
Underwood		
IBM		
Other		

12. How did you secure your first job after leaving school? Please Check:

School Placement___ Employment Agency___ Calif. State Employment___
Friend or Relative___ Other ______________________________

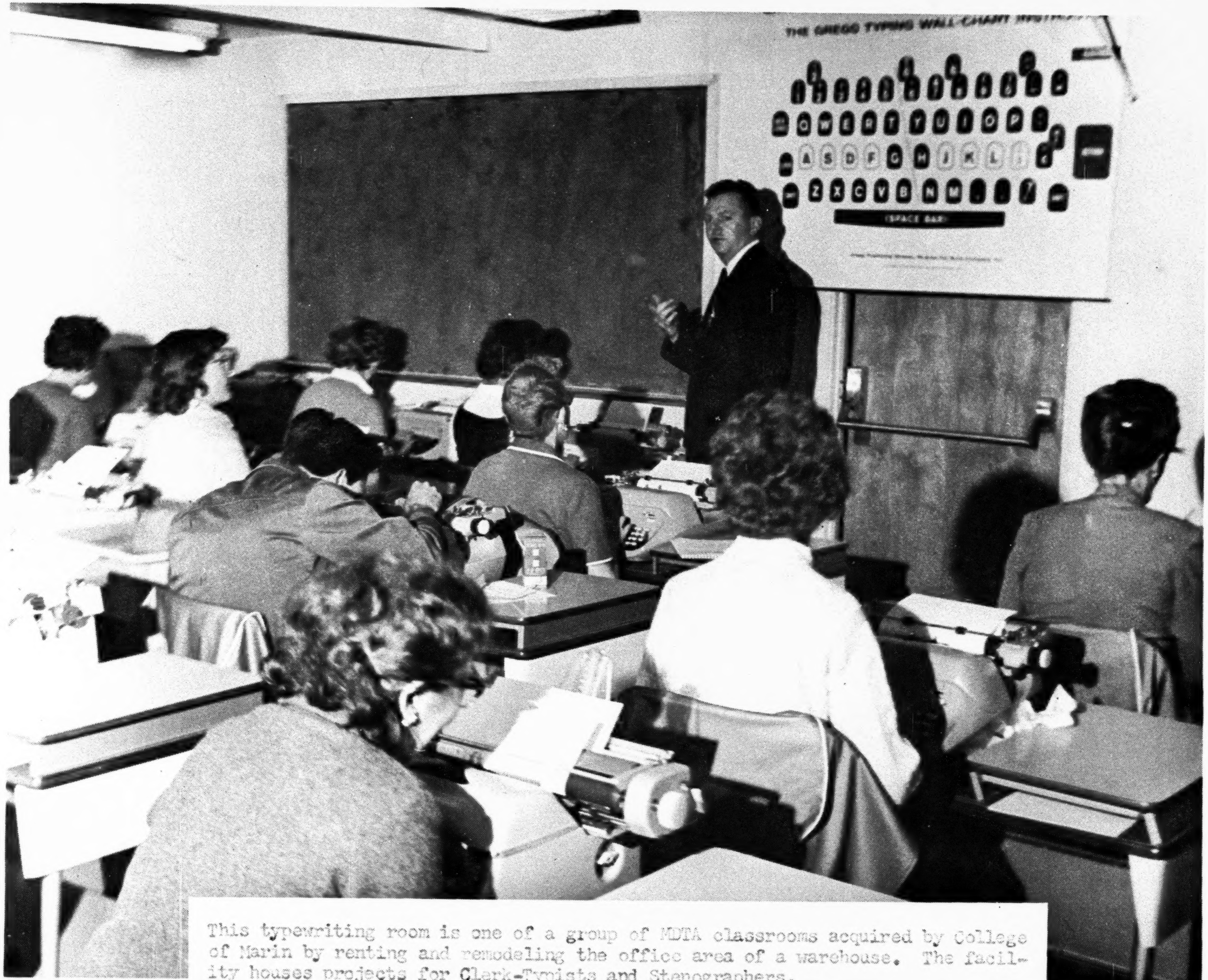
13. What changes would you recommend in our business training program?

____

____

14. Comments: (Use back of sheet)

Self Evaluation Check Sheet


THE GREGG TYPING WALL-CHART
SPACE BAR

This typewriting room is one of a group of MDTA classrooms acquired by College of Marin by renting and remodeling the office area of a warehouse. The facility houses projects for Clerk-Typists and Stenographers.

Self Evaluation Check Sheet:

The following check sheet can be useful to a training agency for determining the adequacy of the MDTA program itself, the physical facilities and equipment, and the instructional staff. In this way it is possible to locate any weaknesses that may be indicated so that they can be strengthened.

California State Department of Education Date______________
Bureau of Business Education
Form MDBE No. 4

SELF EVALUATION CHECK SHEET
MDTA OFFICE OCCUPATIONS TRAINING PROGRAM

at______________________________

for______________________________
(Job Classification)

Program Objectives

Yes	No	Changes Planned	
______	______	______	1. The aims and objectives of the program are clearly stated and understood by supervisors, instructors, and students.
______	______	______	2. Courses being taught are adequate to meet the over-all objectives of the program.
______	______	______	3. At the beginning of the program, each student is made aware of the objectives of each course and the standards of achievement expected to satisfactorily complete that course.
______	______	______	4. An advisory committee is appointed for the purpose of making recommendations regarding objectives and standards of performance.

Evaluation

______	______	______	5. The entire program is evaluated at the end of each training period by teachers, supervisors, and students in terms of stated objectives.
______	______	______	6. Records are kept which show the progress of individual students.
______	______	______	7. Records are kept concerning student drop-outs.
______	______	______	8. Midpoint in the program, an evaluation is made in which supervisors, instructors and students participate to determine if the instructional program is meeting needs and objectives.

Physical Facilities and Equipment

______	______	______	9. The rooms used are adjacent or near to each other.
______	______	______	10. If artificial lights are used, they provide at least 50 foot candle power on copy.

Physical Facilities and Equipment (Cont'd)

______ ______ ______ 11. The rooms are so located or soundproofed that the noise of the machines does not interfere with instruction in other classes.

______ ______ ______ 12. Storage facilities in the room are adequate and readily available. (This includes facilities for personal belongings of students.)

______ ______ ______ 13. Audio-visual equipment is adequate and readily available.

______ ______ ______ 14. The rooms used for teaching record keeping and shorthand have a minimum of twenty-four feet of chalkboard.

______ ______ ______ 15. The rooms used for teaching office practice and typewriting have a minimum of eight running feet of chalkboard.

______ ______ ______ 16. Typewriters are less than five years old and are being properly maintained.

______ ______ ______ 17. Other business machines (than typewriters) are less than ten years old and are well maintained.

______ ______ ______ 18. Business machines are adequate to meet the objectives of the program.

______ ______ ______ 19. A comprehensive record is being kept of all equipment concerning a description of the item, the date of purchase, the cost, from whom purchased, and the serial number.

______ ______ ______ 20. A comprehensive record is being kept of machine repair service.

______ ______ ______ 21. Restroom facilities are adequate and are well maintained.

______ ______ ______ 22. The rooms used represent a pleasant atmosphere in which to study and work.

______ ______ ______ 23. Chairs and desks used by students are in good condition and are satisfactory for their purpose.

______ ______ ______ 24. Tables providing a work area of a minimum of 24" x 36" are being used in shorthand and record keeping classes.

______ ______ ______ 25. Ventilation of the rooms is adequate.

______ ______ ______ 26. Heating of the rooms is adequate.

Physical Facilities and Equipment (Cont'd)

______ ______ ______ 27. There are sufficient electrical outlets in rooms.

______ ______ ______ 28. The space provided in the classrooms is sufficient so that there is no crowding of furniture and equipment and there is ease of mobility.

______ ______ ______ 29. The layout of classrooms provides for effective use of facilities.

Instructional Staff

______ ______ ______ 30. The instructors have a mastery of the subject matter in the area in which they are teaching.

______ ______ ______ 31. The instructors hold or are eligible to hold an appropriate credential.

______ ______ ______ 32. Instructors keep up to date in instructional methods through reading current professional magazines, taking additional course work occasionally, etc.

______ ______ ______ 33. Within the instructional load, there is sufficient time allotted to planning of the instructional program.

______ ______ ______ 34. The appearance of the teachers is such that they set a good example for their students.

______ ______ ______ 35. The instructors have a relationship with their students which is conducive to learning.

______ ______ ______ 36. The instructors have a well-developed course outline for each subject.

______ ______ ______ 37. The instructors have the respect and cooperation of their students.

______ ______ ______ 38. Instructors review courses of study for possible revision before the beginning of each new training group.

______ ______ ______ 39. The instructors and their supervisors work closely and cooperatively to provide a well-developed program.

______ ______ ______ 40. The instructors indicate that they respect the dignity of their students as individuals in their own right.

Curriculum and Instruction

Typewriting

_______ _______ _______ 41. Each student receives at least ten hours of instruction on an electric typewriter.

_______ _______ _______ 42. The practice of proofreading accurately is developed.

_______ _______ _______ 43. Particularly in the second half of the course, students work on practical problems which may be in the form of a practice set.

_______ _______ _______ 44. Students learn to change typewriter ribbons early in the course.

_______ _______ _______ 45. There are several dictionaries or books giving spelling and syllabication of words available in the typewriting room.

_______ _______ _______ 46. Typewriters with open keyboards, rather than covered keys, are used.

_______ _______ _______ 47. There is at least one utility typewriter in the typewriting room for use in case of a breakdown of the machines that are used regularly.

_______ _______ _______ 48. Typewriter desks or tables are adjustable or vary in height between 27 and 30 inches.

_______ _______ _______ 49. Chairs, 16 to 18 inches in height, are provided in the typewriting room.

_______ _______ _______ 50. The typewriting room has a typewriting demonstration stand.

_______ _______ _______ 51. Effective use is made of the demonstration stand.

_______ _______ _______ 52. The typewriting room has an interval timer and a stop watch as part of its equipment.

_______ _______ _______ 53. Production tests, as well as straight copy tests are included in the instructional program.

Shorthand

_______ _______ _______ 54. Copies of secretarial handbooks are available, and students are briefed on the utilization of these books.

_______ _______ _______ 55. The chalkboard or an overhead projector is used frequently by the teacher for demonstration and drill.

Curriculum and Instruction (Cont'd)

______ ______ ______ 56. Additional dictation practice is available to students through the use of tape recorders or other listening devices.

______ ______ ______ 57. Students have access to typewriters during the same period that shorthand instruction is given or during the following period--at least during the last half of the instructional program.

Adding and Calculating Machines

______ ______ ______ 58. Students are given practical problems on the various machines in order that they learn the application of the machine to an actual work situation.

______ ______ ______ 59. Students attain a degree of proficiency on business machines which meets employment requirements.

Filing

______ ______ ______ 60. Miniature filing practice sets are provided for use in the instructional program.

______ ______ ______ 61. Course emphasis is on the rules for indexing and filing and on alphabetic filing systems. Some time may be spent on numeric, geographic and subject filing and possibly one or two patented systems such as Variadex and Soundex.

Office Practice

______ ______ ______ 62. Instruction in telephone courtesy and in receiving callers is included in the course.

______ ______ ______ 63. Students are briefed and receive practical instruction relative to the application and interview for employment.

______ ______ ______ 64. The use of office reference books is included as part of the instruction of the course.

______ ______ ______ 65. Job instruction sheets (sheets providing a step-by-step description of the operation of a machine) are available for students to follow when the teacher is not available for help.

Office Practice (Cont'd)

______ ______ ______ 66. Instruction on duplicating processes and machines and development of proficiency in the use of transcribing machines is included in the course (if not elsewhere in the curriculum).

______ ______ ______ 67. The subject matter of the course includes some emphasis on speech and conversation, dress and grooming, manners and human relations.

Business Mathematics

______ ______ ______ 68. Pretesting is done to determine at what point to start teaching so that time is not spent on things the students already know.

______ ______ ______ 69. The fundamental processes, fractions, decimals, percentages, and their business application, together with some record keeping, make up the basic subject matter of the course.

Business English

______ ______ ______ 70. In addition to providing a rapid review of grammar, sentence structure, spelling, punctuation, and use of the dictionary, the course places emphasis on vocabulary building and the principles of business letter writing.

______ ______ ______ 71. There are sufficient reference books available so that all students learn to use them.

General

______ ______ ______ 72. Well-developed course outlines are up to date, readily available, and used.

______ ______ ______ 73. The textbooks being used are adequate to meet the course objectives.

______ ______ ______ 74. Provision is made for the differing abilities of students.

______ ______ ______ 75. Instruction in the program is geared to the adult level.

______ ______ ______ 76. Day-to-day work in the courses reflect careful planning on the part of the instructors.

______ ______ ______ 77. There is a sufficient number of instructors teaching the program so that students are receiving a well-rounded instructional program.

General (Cont'd)

______ ______ ______ 78. Good work habits are developed through example by such things as starting class on time, using class time to good advantage, etc.

______ ______ ______ 79. Students are periodically informed of their progress in each of the subject matter areas.

Plans for the Future

Instructor observes students changing a mimeograph stencil as part of MDTA Clerk-Typist training at College of San Mateo.

PLANS FOR THE FUTURE

The Impact of Automation Business Occupations

The productivity per man-hour of workers in the private sector of the economy increased by approximately 50 percent from 1947 to 1962. This fact is based upon the statement of OMAT's publication Manpower Research of March 1963, in which it is stated that there has been a three percent per year increase over the fifteen year period. This long-term gain in production per man-hour stems from advances in technology and improvement in the education and training of the labor force.

In the booklet Cybernation: The Silent Conquest, Donald N. Michael presents a candid picture of the impact of automation upon the labor force by showing that in one major industry after another, chemical, steel, meat packing, baking, and farming, production has greatly increased while the number of workers needed has declined drastically.

In 1963, the Secretary of Labor reported to the Congress that automation has resulted in declining demand for unskilled and semi-skilled workers, and has greatly reduced the number of skilled workers in certain occupations. The Department of Labor conservatively estimates that over two million new jobs a year will be needed to offset advances in technology.

The problems created by automation are compounded by the shift in the age distribution of the nation's population. The percentage of persons within the age group that is entering the labor market for the first time has substantially increased in recent years. To accommodate these young job-seekers with employment, it will be necessary to provide another million and one quarter new jobs a year, in addition to the two million needed to offset the effects upon the labor force of automation.

While many occupational fields have shown a marked decline in the demand for labor in recent years, the office occupations have experienced a steady increase in the number of workers needed. The demand for secretaries, stenographers, clerk-typists, and other office occupations remains strong and constant.

Many of the new jobs in business are being created by automation itself. There is a demand for computer operators, programmers, analysts and other related occupations. Bookkeeping machine operators are also in short supply, according to the Secretary of Labor.

Several occupational areas, not directly related to automation, offer opportunities to qualified job-seekers. The demand for technicians of a wide variety is increasing. These people are needed to remove many of the tasks from professional people who are overburdened with work.

Another job area that should not be overlooked in seeking to locate and relocate unemployed members of the labor force is that of service occupations. As the demand for workers in industry and farming has declined, the opposite trend has occured in services. The increased demand for service workers is a reflection of a shift in the spending pattern of the American public in general, at least partly due to an increased standard of living.

Projected Needs for Training and Retraining the Labor Force

The Annals issue of March 1962, which is devoted to "Automation", points out that automation has tended to strengthen the demand for labor at the higher levels of skill and knowledge while weakening the demand at the lowest levels. This trend has resulted in the unique situation in the labor market today wherein acute manpower shortages exist in periods of relatively high unemployment.

MDTA's activities in the early stages of its operation worked with groups that were better educated and younger than the average for unemployed workers. This group was better prepared to receive training, and programs were more easily developed and conducted. This situation made it possible for MDTA to get underway in the simplest fashion, and to save the more difficult problems for a future time after experience had been gained.

During the 1963-1964 fiscal year, MDTA training programs took on more difficult tasks. For example, multi-occupation projects were developed and conducted in the state. These training projects are aimed at "hard-core" youth, primarily Negro and Mexican-American.

In the coming year, many more hard-core multi-occupation projects will be developed throughout California. Marketable skills will be taught, in addition to basic education subjects which are found lacking in the trainees. Programs will be designed for both adults and young people out of school.

The necessity for training programs for non-white groups is pointed out graphically in the Manpower Report of the President for March, 1964, by showing that the unemployment rate among non-whites is about twice as high as for Caucasians. The Report also shows that the percentage of young people out of work is three times as high as for older workers.

The most pressing training need in the labor force in 1964-1965 will be the training of young, non-white persons.

Great numbers of older non-white workers, primarily Negro, will require retraining because the percentage of unskilled and semi-skilled persons is especially high within this group, so they are extremely susceptible to having their jobs automated.

The Bureau of Business Education anticipates further expansion of the Manpower Development and Training Program rather than a curtailment of effort. This program has been especially helpful in training women for gainful employment in the business occupations. It is anticipated that soon we will receive training orders for upgrading presently employed persons in business which will eventually open up many entry jobs to new workers.

In planning for the future of this important program attention will be given to the following activities:

1. Prepare and analyze the job specifications of the major entry jobs in business which are available to unemployed workers
2. Develop instructional materials to match the training plans now being developed by the training agencies
3. Continue to evaluate the effectiveness of the MDTA training program in business
4. Continue to conduct workshops for teachers of MDTA classes
5. Conduct continuing research on the development of instructional materials including the improvement of methods of instruction

This progress report of our activities indicates a sincere feeling that MDTA is serving a worthwhile need and has real human values in touching the lives of persons who have such dire needs.